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# ••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

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## The Commercial Teacher's Advancement

By Prof. W. S. Krebs

Washington University, St. Louis, Missouri

A PROBLEM which confronts every student who graduates from a university concerns the occupation which he is going to select as his life work. The vast majority of students who are graduated from the university do not know until a few months before graduation what course they will pursue after the commencement procession has left the auditorium. Some have decided upon business careers and, immediately upon graduation, affiliate themselves with some commercial or financial enterprise. Others have selected the field of education, some because its appeal is great and its advantages numerous, some because the immediate remuneration is larger than that ordinarily obtainable

in industrial pursuits. Still others are doubtful of their desires and decide to continue in the university for one or more years.

Those students who have selected the educational profession are of at least three types.

**Three Classes of Teachers, and Their Aims** First, there are those who desire ultimately to become college and university professors, and who are financially able to enter the University as graduate students. There are those, also, who have decided upon a career of teaching in the university but who, for financial reasons, are at present unable to become graduate students. Some of these students

enter business for a time to earn and save a sufficient amount to warrant a return to university study. A larger number of those who desire ultimately to affiliate themselves with higher institutions decide to enter the high school field, in part because of the larger immediate remuneration there possible, but more especially because the educational profession has already indicated its appeal. Finally, there are those who select the high school teaching profession without regard for remuneration because of its appeal and because of the service which they are capable of rendering.

I interpret my subject to include: first, the high school teacher who is heading in the direction of a business career; second, the high school teacher who is heading for a normal school or university career; and third, the teacher who, at the time of entering the high school teaching profession, did not expect to leave it, but who later decides upon the career of a university professor or that of a business man.

Inasmuch as the third group differs from the first two only in the motive at the time of entering the profession, there is need for a consideration only of the possibilities of advancement in the field of education and business.

Every high school teacher may look forward to advancement in the field

### Teacher's Training and Experience Open Way to Positions in Business

of business. As a university graduate he possesses a trained mind. As a teacher he gathers certain habits of thought and method which continue to train him along the same lines begun within the university. In addition, he learns the power of adaptation. I insist that this is true in spite of the claims of

those who believe that the opposite process is in operation. The *commercial teacher* has made even greater strides toward an opening in business. He has, in an elementary fashion, become familiar with the technical organization of business through his courses in commercial geography, economics, bookkeeping, and commercial law. Surely there is a possibility of advancement for the high school teacher, and particularly for the one who is connected with the commercial department.

The vast majority of high school teachers, however, are not going into business unless

**Special Training** they have made  
**Necessary to** special preparation  
**Enter at** tion for it, for  
**Advanced Salary** without special preparation they

would need to enter business at incomes surely no greater, and probably much less, to begin with, than that which they are earning in educational work. This is true because they would be of little value to any business for some time to come, and incomes follow results rather than results follow incomes.

Although the commercial teacher has the advantage over the other high school teacher, it is necessary for him, also, to make special preparation, for the subject matter which he teaches does not prepare him to step into positions which pay more than he earns as an educator.

Special preparation may be had in one of several ways. The teacher may go to the uni-

**Methods of** versity and do gradu-  
**Securing** ate work, either in a  
**Special** field he has begun or  
**Preparation** in some new field. He  
may go to a summer  
school, either the specialized normal

or the university. If this is coupled with extensive study at home, very splendid results are obtained. Part of the time at the university may be saved also by the taking of correspondence courses, provided these are used only as outlines, and the summer school and extensive home study procedure are also followed. A prominent St. Louis financier, a bank president, has well said that a man's success is dependent upon what he does with his time after six o'clock in the evening. What is meant is that the information which one needs to get ahead rapidly in business is gathered after working hours and in the study of those things which are independent of the details which are handled as a matter of duty.

I may say, therefore, in conclusion of the first topic, that not only is study necessary before entering business because of the necessity of mastering a subject, but because of the necessity of acquiring the habit and the training necessary to make exhaustive independent investigations after entry into business.

To prepare for a university or normal school position more education is also necessary, but may be of a different type, depending upon the position desired.

#### **Preparation for University Positions**

In those technical fields like engineering, law, architecture, and accounting, a part of this education may be acquired in business and some in home study. There are shining examples of individuals who have acquired distinct success in these ways. With the period of reaction from the war over, and with the

tendency to expand the technical courses in the university, it is likely that the greater emphasis will be laid in the future upon graduate work.

In the non-technical and the semi-technical departments of the university there is demand only for men and women who have had graduate work. There is no other

#### **Graduate Work**

way in which they can prepare themselves for university work. Particularly is this necessary because advancement within the university itself is dependent on the carrying on throughout life of that same type of study, that same type of research, that same type of investigation, that is carried on in the graduate school, only that the university professor's investigation becomes far more advanced.

I have made no separate mention of the high school *commercial* teacher whose ambitions point to the normal school and the university. In my

#### **The Steps to Advancement**

judgment there are no distinctions to be made. I believe the same rules apply to him as to other teachers, namely, home study, summer school, business experience, and *particularly* graduate work.

I have made no mention of certain qualities necessary for success which are inherent. I refer to latent ability, tact, physical and mental vigor, brilliancy and mental capacity. There can be no doubt but that these are essential, but the extent to which these can be developed is doubtful, and, furthermore, I interpret my subject very largely from the educational viewpoint.

In conclusion, I present one formula and only one formula for the high school teacher who desires to advance either in business or in education. This

formula is *hard work, more hard work, and more hard work*. Unless you desire to make only

**The Formula for Success** a partial success in business or education, you ought to figure on making a sacrifice of most of your spare time for the next twenty

years. This is true because when once in business or in the university, it is essential, before success is attained, to continue to make the same sacrifices. The same formula applies to the business man and the university professor; *hard work, more hard work, and more hard work*.



## Small School Publications

By P. O. Selby

State Teachers' College, Kirksville, Missouri.

**S**MALL high schools, business schools and commercial departments do not need to be without a newspaper or publicity medium just because the school is not big enough to support a sheet printed by a printing-press. Most schools are equipped with some kind of duplicating device and this may be used for a small publication with pages approximating eight and a half by eleven inches, but with as many pages as desired.

Three types of duplicating machines are available for this work.

There is the multigraph, which costs from \$175 up, and a \$175 outfit is good enough for the production of a small paper or magazine. In a school up in Montana last spring the yearbook was printed on the multigraph and it was a good-looking piece of work. The multigraph prints through a ribbon and its work is chiefly in imitation of typewriting, but various styles of type and a printing-ink attachment may be had, so that many kinds of office and institution forms may be printed on the multigraph. Its use is feasible for fifty copies to fifty thousand.

It is just as feasible to use a mimeograph in getting out a school publication, but the work is not quite so nice. Mimeographs cost from \$50 to \$150. Their field is the reproduction of type-written, pen-written and drawn matter. A stencil might be made chiefly on typewriters, with illustrations contributed by art students, or shorthand plates made by shorthand students. The mimeograph is most profitably used for twenty to two hundred copies.

Simpler devices, such as the hektograph and carbon copies, may be used in getting out school publications. Their cost is small. Their use is feasible up to thirty copies. Periodicals for small schools or for single grades are often published in this manner.

The material for the publication may be gathered by a composition class or a class in business English. The making of the copies will then be done by the class in business training or office methods. Sometimes a subscription price is charged, but in other instances the school finances the publication.

# Eastern Commercial Teachers' Association Convention

Silver Anniversary

Providence, R. I., March 29-31, 1923

Report by Arnon W. Welch

## OFFICERS

PRESIDENT: Carlos B. Ellis, Principal, High School of Commerce, Springfield, Massachusetts

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TREASURER: A. M. Lloyd, Banks Business College, Philadelphia, Pennsylvania

## NEW MEMBERS OF EXECUTIVE COMMITTEE

Leonard H. Campbell, High School of Commerce, Providence, Rhode Island

J. Leslie White, Heffley Queensboro School, Brooklyn, New York

THE curtain fell on one-quarter of a century of service of The Eastern Commercial Teachers' Association at its Providence meeting. In keeping with the traditions of the Association, President Moore, with his able staff of lieutenants, made this occasion surpass in brilliancy and achievement the meetings of previous years. The attendance broke all previous records. The Association reached the high-water mark of interest, enthusiasm, helpfulness, and good fellowship.

If it were necessary to defend the right of Providence to have an educational convention, ample justification could be found in its traditional and present interest in education as exemplified by its educational institutions, pulsating with vibrant, progressive thought.

The series of "glad-hand" celebrations that have been held in this city of time-honored and treasured traditions since the opening of its new hotel—Providence-Biltmore, put them in superb form. The "stranger within

its gates" received a cordial welcome that will not soon be forgotten.

The story of what happened is told in the following reports.

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## Opening Session

Report by Arnon W. Welch

THE Silver Anniversary of the Eastern Commercial Teachers' Association opened at two-thirty p. m., on Thursday, the twenty-ninth of March, in Ballroom No. 2 of the Biltmore Hotel, Providence, Rhode Island, with an address of welcome by the Honorable William S. Flynn, Governor of Rhode Island. The response was delivered by Professor John A. Luman, of the Peirce School, Philadelphia.

Immediately following the response, the president of the Association, Franklyn B. Moore, president of Rider College, Trenton, New Jersey, delivered the President's Address. Mr. Moore spoke briefly of the history of commercial education in the United States and the pioneer schools in this move-

ment. The major portion of the president's address, however, was devoted to "Uses and Abuses of Commercial Education." Mr. Moore spoke feelingly and with great emphasis on the exploitation of immature, unqualified children for commercial education, extending to the seventh and eighth grades, and the substitution of commercial training for those broader and more substantial foundations of learning which he claimed to be the rightful heritage of every boy and girl. He deprecated the tendency of some schools to "lower the standards" and cheapen the work that they should do, namely, prepare students for higher institutions of learning. In speaking of the proper use of commercial education, Mr. Moore emphasized the point that it should be a supplementary training and not a substitute for academic education.

At the close of the president's address, Representative Daniel A. McMillin, of New Jersey, head of the business department, Commercial High School, Newark, moved that one thousand copies of the address be printed and distributed to members of the Association. The motion amended to read "enough copies" instead of "one thousand" copies, was seconded and passed without a dissenting vote.

The session adjourned for the round tables and discussions.

\* \* \*

## Round Table—Extension Courses

Report by C. Remele

THIS round table was for the discussion of subjects that are supplementary rather than basic. Mr. Elmer C. Wilbur, Bryant & Strat-

ton College, Providence, presided.

The first speaker was Prof. Walter Ballou Jacobs, of Brown University; his subject, "Commercial Education through Extension

**Promotional Courses.**" Prof. Ja-  
**and Extension** cobs emphasized the  
**Courses** salesmanship side on  
the part of the uni-

versity, "That we have something to sell to the young people and we must either find something that they want or we must make them want it." The purpose of the extension courses of every university is to bring within the reach of the general public the resources of the university. It is of interest to note that at Brown University nearly one tenth of the registration in the extension work is in business courses.

Miss Isabel Craig Bacon, Special Agent, Commercial Education Service of the Federal Board for Vocational Education, told of the nation-wide program to develop an interest in the preparation of the boys and girls for retail store selling. This need has been felt by the merchants themselves and hundreds of large department stores now have their own training classes. The private schools and part-time schools are also aiding in this work. It has its effect upon the individual worker, the standard of business, and the service the store is able to render.

Mr. George P. Lord, president of the Salem Commercial School, Salem, Massachusetts, in speaking on the subject, "Salesmanship and Retail Selling," gave a definite outline for organizing such a course, emphasizing the importance of adapting such work to local conditions and cooperating with the Merchants' Association or Board of Trade.

The next speaker, Mr. S. B. Carlin, Director of Business Education at



Rochester, New York, discussed briefly the Organization of Evening Extension Courses in Commercial Subjects. He said in part, "There are just two types of extension courses—from the standpoint of the evening high school and business college; one is the carrying on of the type of work in which boys and girls are already engaged; the other is the preparatory type. No course should be offered unless there is actually a demand for it from an employed group." He brought out that these courses, too, should be governed almost entirely by local conditions. It was found, in the work with which Mr. Car-kin was intimately acquainted, that a course in real estate was very popular.

The course in Office Appliances as worked out in the Commercial High School of New Haven, Connecticut, was described by Mr. J. D. Houston. In this school the last half of the senior year is reserved to give the students some knowledge of book-keeping machines, adding machines, calculators, comptometers, etc., which are to the bookkeeping department what the typewriter is to the correspondence department.

## Round Table—Law Report by G. P. Eckels

**T**HIS Round Table was conducted by Mr. F. G. Nichols, Graduate School, Harvard University. The discussion on Law was opened by

J. C. Barber, head of the department of commercial law, Bryant and Stratton College, Providence.

Mr. Barber stated that contract law and commercial law were synonymous and that contracts should receive the same treatment in a short course as in a long one. That any course that does not teach the fundamentals of law does not lay the proper foundation. He emphasized the making of the students familiar with the local

statutes and gave many good illustrations as to how this could be done.

He also showed **Law, Economics, Commerce and Industry, Business Organization and Management** how law could be applied to markets. The law course should be built upon content rather than the standard law course now in existence.

Mr. Nichols suggested that law was



**F. B. MOORE, PRESIDENT, 1923**

President, Rider College, Trenton, New Jersey  
*A master-mind, big heart, and devotion to the educational interests of young people, make Mr. Moore one of the outstanding figures in commercial education.*

one of the subjects which the Social Science group should include.

The second subject was Social Educational Values in a Commercial Law Course, presented by Mr. Chester M. Grover, of the Roxbury High School. Mr. Grover showed a keen appreciation of the student with whom he had to deal, as well as the subject. He stated that the teacher feels better if he knows that his work has to do with more than his bread and butter. Teachers should look for social value in presenting the subject. The principles of right and wrong should be emphasized. There should be no law except for right. The effect of such teaching is marked upon the social life of the community. A contract he said may be simple as between two people, but may be quite complicated as to society.

The subject also offers excellent opportunity for correlation with history. Precedent is the basis for unwritten law. Law is not the whim of the judges but the outgrowth of ages. Present ruling always based upon the past. The class should be confirmed in citizenship and taught to have faith in the courts, to have reverence for the law. There is no law for the rich that is not for the poor. Apply the law to local problems like those of the farm, or the coal question.

"Economics of Business as a Secondary School Subject" was the title of a paper by Murray Gross, of the West Philadelphia High School for Girls. Mr. Gross unfortunately was not able to be present to present his very carefully written and suggestive address. However, the masterful way in which it was presented by Mr. Luman of the Peirce School of Philadelphia, not only brought out the good features of the paper but showed the

reader to be much more than a good teacher and school administrator, for the reading was appreciated as well as the paper.

The third number on the program was Commercial Geography, and Dr. Frank E. Lakey, of Boston, gave an unusually well-organized discussion of the Social Study values as a part of Secondary School Commercial Curriculum. Some of the points which he made were, the human value, obligations to the State, college entrance, and attitude toward right.

Professor Brown of Rhode Island College of Education, emphasized that commercial geography is too frequently only a matter of textbook or course of study. He said geography should be applied and that it was a good subject in which to use the project method.

The last topic, Business Organization and Management, was presented by Mr. Guy D. Miller, of the High School of Commerce, Springfield, Massachusetts. He showed very clearly the value of the subject as a part of the Secondary School course. He said in part that the needs of boys and girls differ and that the boys would profit most from such a course because such a large percentage of men were in administrative positions. Every boy is a potential applicant for administrative work. He thinks there is no reason why the office boy should not understand the problems of the administrator if he had been given a course in such as a background. Such a study enables the boy to see the relation of the parts to the whole. Such study must be correlated with other subjects and relationships established. It gives him the proper appreciation of superiors' work and enables him to recognize opportunities.



## Round Table—United States Veterans' Bureau

Chairman: Major W. F. Lent, District Manager

Report by Harold H. Smith

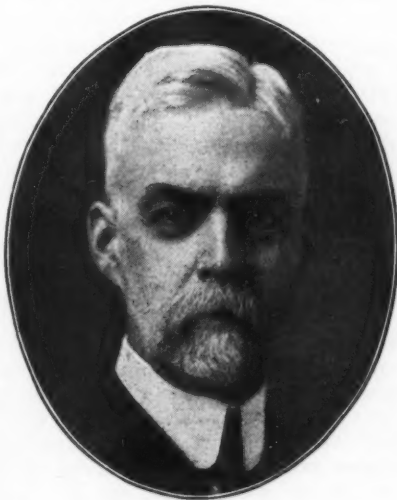
**MR. JOHN E. GILL** introduced Major Lent to a representative group of private commercial school managers. Major Lent set out to tell the school men something of the problems which the Veterans' Bureau faces in the administration of its duties as prescribed by law on the one hand, and in solving the problems of the individual veteran on the other. He described the requirements of the law as those of vocational guidance, training, and placement. The first and last of these had been largely in the hands of the Veterans' Bureau until the present, while the training had been almost entirely in the hands of the school men. From 25% to 30% of the veterans are being trained in commercial work, but the Veterans' Bureau feels that they should receive further coöperation from the school men in the matter of both guidance and placement.

### Problems of the Veterans' Bureau

Coöperation, above all things, is necessary. Several coördinators of the Boston office of the Veterans' Bureau were present and joined in the discussion, as did also P. S. Spangler, of Pittsburgh; Charles M. Miller, New York; E. H. Norman, Baltimore; E. E. Mer-ville, Cleveland; and S. C. Williams, Rochester.

As a result of these frank statements of success and failure in connection with the training of Federal Board men, Major Lent concluded that the most necessary thing at present is a closer coöperation between the Veterans' Bureau and local school people. To that end he promised to recommend to the Bureau at Washington that a series of conferences should be held at regular intervals, between local coördinators and schools.

It was evident that where thorough coöperation had prevailed, there were few complaints, and the federal trainees had been satisfactorily placed in positions at salaries commensurate with their responsibilities and capacities. (Continued on page 362)



**CARLOS B. ELLIS, NEW PRESIDENT**  
High School of Commerce, Springfield,  
Massachusetts

*The guiding spirit of the Association for 1924*

## Commercial Education Dinner Conference

Chairman: Dr. Glen Levin Swiggett, United States Bureau of Education, Washington, D. C.

Report by George H. Harten

AT the meeting held after the banquet in the grill room of the Biltmore Hotel, Dr. Glen Levin Swiggett, Director of the United States Bureau of Education, introduced the subject of Modern Tendencies in Commercial Education. He said in part: "The purpose and interdependence of training and education of technique and culture, present problems difficult of solution, owing to the economical aspect of society whose needs are seldom static within the environment of change. The true purpose of business education must be more clearly seen; its place more intelligently understood; its contents and method, its articulation and motivation, more scientifically developed."

Acting as Chairman, Mr. Swiggett presented the following speakers: Richard D. Allen, Director of Research and Guidance, Providence Public Schools; Prof. F. G. Nichols, Graduate School of Education, Harvard University; and William M. Davidson, Superintendent of City Schools, Pittsburgh, Pennsylvania.

In his talk Mr. Allen stressed the importance of personnel work, the main object of which is to fit the right man into the right place. This should be the primary object of educators. While business men choose their employees, the public schools take all classes of students. At one time all were given the same training, irrespective of their ability; now the exigencies of the times demand that we should take stock of human material

before starting training, in order that the task may be adapted to the ability of the student.

All workers are divided into four classes, the unskilled, semi-skilled, skilled, and professional. In order that there shall be the greatest possible development, real scientific personnel work in education must be done.

Mr. Nichols, at the beginning of his talk, stated that no group of educators in any field had more definitely in mind the primary aim of education than the commercial group. In times past, much criticism has been directed against the commercial school because of its lack of subjects dealing with the training for citizenship. All its efforts were devoted to the training for business.

At one time the prevailing idea was that culture was obtained from the study of certain so-called classical subjects. As an out-growth of the idea a social service group was developed for doing specific work along the line of citizenship. After a time it was realized that the desired ends could not be obtained through the efforts of any one group, or set of subjects, but by all working together. Morals cannot be taught by precept, but must be developed by practice. Hence, responsibility for citizenship rests upon all departments of education. The important part played by the commercial group in the training of boys and girls to be good citizens is now recognized.

Mr. Davidson said that there should be a restatement of the objectives of education. He then reviewed the great objective of the past. Twenty-four hundred years ago Plato in his dialogues brought out the question "How can the mal-administration of government be corrected?" This has been a problem all down through the ages which has never been solved.

At the time of the fall of Constantinople militarism was at a low ebb, while learning was at the flood. After the fall of that city, the monks, who were the leaders in education, were scattered throughout all Europe, carrying with them the seeds of a new learning whose primary objective was

the preparedness for a future life. After some time, more importance was placed upon the immediate needs of this life. Then the scientists became the leaders of education. Their chief aim was devoted to the object of mastering the forces of Nature. The war has taught us that these forces may be used for destructive purposes. Therefore, there is need at the present time for a new idea, setting up something opposed to individuality, which might be called *mutuality*. The importance of human relation is much in evidence. Our present educational objective, therefore, should be to develop a spirit of appreciation for social responsibilities.

▲ ▲ ▲

## Secretarial Round Table

Chairman: Dr. E. H. Eldridge, Simmons College, Boston

Report by Harold H. Smith

**T**HE LARGE assembly room was crowded with more than 250 teachers interested in the subject which had been announced. Dr.

**Shorthand** Edwin A. Bolger, chairman of the Stenographic Department of the Commercial High School, Brooklyn, New York, spoke on Some Essentials in the Teaching of Shorthand Theory. He stressed the inspirational power of the teacher, and her responsibility in the matter of discovering early the relative abilities of her pupils. He thought a test of some sort should be given not later than the second recitation. Teachers must assume some intelligence and capacity for thought on the part of their pupils, and must appeal to that power and develop it from the outset. Doctor Bolger feels that it pays to

point out the fundamental principles upon which the shorthand system is based, such as, lineality, forward motion, and the principles of balance. He would teach shorthand rules by the concrete method of type outlines, reviewing these illustrative word and phrase groups frequently.

The teacher should keep in mind, he stated, the principles of habit formation, and try to develop correct habits, permit no variations, and provide abundant repetition at all times, especially in the beginning.

Dictation is desirable from the first lesson, but the teacher must learn to keep an eye on the pupils while dictating, in order not to do so too rapidly. He recommended some blackboard work at every recitation.

He recommended that where four

terms of shorthand are given, the first term should be devoted to theory and the three succeeding terms to dictation. He described a speed club which has been organized in his school for several years past. Members of the senior class who have made 85% or better in their past year's work are admitted, and one period a week outside of class is devoted to dictation at high speed. Only literary matter is used.

Mr. H. M. Munford, in charge of the shorthand department of Bay Path Institute, Springfield, Massachusetts, read an interesting paper on Putting First Things First in Shorthand Teaching. He related his experience with teachers who, though weak in the theory of shorthand, often succeeded in producing surprisingly good results through the constant use of drill. He emphasized the fundamental importance of phonetics as the basis for good shorthand teaching, and advised teachers to prepare daily lesson plans with special reference to penmanship and supplementary exercises. However, he deprecated the idea that a lesson plan should not be altered later on. This is necessary if the teacher is to keep up to date and profit by her experience.

Intensive work during a class period, with the emphasis on writing and reading, is the only way to produce real results.

The importance of exchanging notes so that students may become acquainted with the variation on outlines, should not be overlooked. It is, besides, good practice for situations in business which may otherwise prove embarrassing. The ability to read shorthand written by another stenographer, or by one's employer, often presents an opportunity to be seized upon or lost according to the stenographer's ability.

The great importance of developing transcription ability as a distinct phase apart from the shorthand and typewriting ability of the students was emphasized.

In the discussion which followed, E. W. Barnhart, of Washington, Meyer Zinman, of Brooklyn, Howard Pfrommer, of New York, and C. Z. Swisher, of Meriden, showed particular interest in the development of transcribing ability as compared to typewriting ability. Doctor Eldridge elicited the information from Mr. Pfrommer that the average rate of speed for which the typewriter companies presented certificates is approximately 45 words per minute, but there seemed to be no definite agreement among those present as to what constitutes the average ability in the matter of transcription speed under school conditions. Mr. Zinman pleaded for measurement and experimentation. Mr. F. G. Nichols suggested that the traditional school tests did not furnish any reliable estimate of the ability of the student's doing a day's work in an office.

Miss Marion Fitch, of the Boston Clerical School, read an interesting paper on the teaching of Typewriting in High Schools. She recommended that typewriting should be commenced one or two semesters before shorthand in order that the level of typewriting ability should be higher before commencing to teach transcription.

She recommended that a thorough lesson plan should be outlined, and that students should be tested frequently on their ability to do a certain amount of practical typewriting work in a given length of time. She reported that 87% of all the typewriting students of the Boston Clerical School have awards from the

typewriter companies. She described many of the practical tests which she uses, all of which are based on office requirements, and include tests on filing, envelope addressing, billing, tabulating, etc. The discussion and questions in connection with her paper were very helpful.

Prof. Turner F. Garner, Acting Dean, Northeastern University, Boston, discussed Business English in Its Business Relation to the

Preparation of a Stenographer. He had made a thorough study and comparison of general English (composition) and business English. The results of his investigation were most interesting, and showed that business English, so called, has a great deal in common with general English. It does

not deal much with prosody, figures of speech, or biography, although all of these are to be found at one time or another in connection with the English of commerce.

He also gave those present the results of a questionnaire among stenographers as to what business English should include. According to them, they felt they should have had more instructions in the mechanical make-

up of all kinds of letters, and practice on the sentence and paragraph, with special emphasis on accuracy and improvement of form. Every stenographer who replied placed grammar, punctuation, and word-study among the first three or four most important

elements of stenographic training, and a large number emphasized the importance of literary background. Many mentioned training in business correspondence and swift silent reading as being very desirable.

Miss E. Pearl Davis, of the High School of Commerce, Springfield, Massachusetts, and Miss Abbie C.

Watson, Office Practice & Stratton Col-

lege, Providence, Rhode Island, discussed the subject of Office Practice, Miss Davis dealing particularly with the practice

which a stenographer should have, and Miss Watson with Office Practice in general. Both stressed the importance of developing character, personality, promptness, courtesy, cleanliness, good posture, pleasant voice, enthusiasm, and ambition.

Miss Davis specified the importance of teaching the correct use of the telephone, postal regulations, and described the supple-



HARRY LOER JACOBS

GENERAL LOCAL CHAIRMAN, 1923

Bryant & Stratton College, Providence, R. I.,

*whose great executive ability contributed in large measure to making the Silver Anniversary the most brilliant occasion in the history of the Association.*

mentary reading of inspirational material which she uses to round out the students' experience. Miss Watson detailed the method followed in her school of handling the employment work and outside mimeographing, multigraphing, and stenographic work by the advanced office practice group. This provides practical experience under actual business conditions for every graduate.

Miss Ellan A. Regan, of Roxbury, Massachusetts, High School, spoke briefly on the subject of Filing. She described the new unit courses which have been developed by the Library Bureau for 20 and 96 hours of instruction in filing. The miniature filing sets used were demonstrated, and suggestions made for handling them under school conditions. The 20-hour unit consists of two parts, a card index with rules for alphabetizing and suggestions for handling difficulties, together with a number of cards for actual practice, and a miniature correspondence file, direct alphabetic method, with real guides and folders, letters and carbon copies provided.

The meeting of the round table was voted a complete success by those present.

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## Commercial Round Table

[Chairman: Jay W. Miller]  
Wilmington, Delaware

Report by Wallace W. Renshaw

**M**R. MILLER, in discussing the Salesmanship Course, pointed out that the teacher must strive to bring about the proper correlation of theory and practice. Each student should be required to prepare a model selling talk

to be given to a prospective customer before the class.

A Balanced Course in Commercial Subjects, was the theme of J. O. McKinsey, of Chicago University. Professor McKinsey urged the articulation of the various commercial studies so that students might have a comprehensive view of business.

Lyman W. Powell, director of the Educational Department of the Cosmopolitan Magazine, discussed Real Things in Education. Speaking from the viewpoint of one who was at one time a teacher in a large business college, and later actively engaged in the business world, Mr. Powell is gratified with the place that commercial training now finds among the professions.

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## Penmanship Round Table

Report by Arnon W. Welch

**T**HE Penmanship round table proved to be most interesting and instructive. It was well worth while for the layman. Those having a special interest in the subject could not but receive a new inspiration and information of great professional value.

Mr. S. C. Williams, Rochester Business Institute, spoke on the Teaching of Business Signatures. He spoke primarily of forgeries and how to detect them. Enriched by his wealth of experience, and illustrated by concrete instances in which he has been called to testify as a handwriting expert, Mr. Williams' remarks were both illuminating and interesting. Two points of practical value that he suggested are:

1. One should have a uniform signature. This may be varied by periods in one's life, but



during any given period the signature should always appear the same.

2. One should put some ink on the signature and "not use the light-line signature." The signature with plenty of ink is more difficult to forge.

How to Make the Practice of Business Writing Effective was discussed by that master of penmanship instruction, C. C. Lister, of the Maxwell Training School for Teachers, Brooklyn, New York. Mr. Lister stated that the thing that must be had from the student was "attentive effort," and then proceeded to show how to secure it and keep it. Any one who heard Mr. Lister's interesting presentation will need no argument or demonstration to be convinced that he secures and maintains the attentive effort of the classroom. He treated in order the letter, the word, and the sentence. Some general principles that he laid down for securing the desired results are:

1. The teacher should be qualified as an expert in his subject.
2. The definite aim in view should be made very clear.
3. Vital points should be studied and the students' attention called to them.
4. The center of interest should be shifted frequently without losing sight of the central thought to be accomplished. This is most helpful in maintaining interest.
5. Emphasis should be placed upon legibility and pleasing appearance.

The last discussion was conducted by S. E. Bartow, principal Palmer School of Penmanship, New York. Mr. Bartow's subject was "The Derivation of Capitals in Ornate Writing," profusely illustrated. From the standpoint of professional interest this discussion was second to none. However, it is a subject that does not lend itself to the printed page for the purposes of this report. Of the merits of Mr. Bartow's work it might well be said, "Come and see."

## Silver Anniversary Banquet Report by Wallace W. Renshaw

THE banquet did full justice to the Silver Anniversary of the Eastern Commercial Teachers' Association. The banquet hall was sold out long in advance, and perhaps never in the history of the Association have we had so brilliant an assemblage.

After introductory remarks by President Moore, the meeting was turned over to the Toastmaster, C. O. Alt-house, of Philadelphia.

Following brief remarks by each of the ex-presidents present, and talks by Mr. D. E. McMillin, representing the National Teachers' Federation, and Mr. B. F. Williams, representing the National Association of Accredited Commercial Schools, the audience was entertained by Strickland Gilliland, the humorist, who did full justice to the occasion.

▲ ▲ ▲

## Saturday Morning Report by G. P. Eckels

SATURDAY forenoon the entire Association had the opportunity to hear from a number of leaders in various fields of business. The address of Robert S. Brinkard, vice-chairman of the Committee on Public Relations of Eastern Railroad Presidents, on "What Is the American Railroad Question," was a strong plea for a proper judgment of railroad conditions. He would judge by means of comparison of the economic conditions and efficiency of twenty years ago with the conditions and efficiency of to-day.

(Continued on page 400)

## EDITORIAL COMMENT

On Sundry Topics



### The New Rational Typewriting

The *New Rational Typewriting*, announced last month, will make its appearance early in June. The mere announcement of the publication of the *New Rational* has fairly swamped us with requests for more details, but we can give no more than an outline of the main features in the space at our disposal.

The processes of teaching typewriting have been going through an evolution during the past few years. The thought on the subject to-day proves beyond question the soundness of theory of the Rational method—a fact that has given the book its great vitality. It is not an accident that Rational Typewriting is taught in more than 60% of schools of the country.

With the increased thought that has been given to the teaching of typewriting in the last few years, however, certain well-defined pedagogical ideas have been developed. The most important of these, we believe, is that *power* should be developed along with mechanical ability. The material in the *New Rational* centers around this idea. In the construction of the book three main ideas have been kept in view. First, the development of mechanical skill as a typist; second, the development of the education of the typist as an efficient business worker; third, the development of initiative, self-reliance, and real typing power.

As contributing to this end one of the most important features of the *New Rational* is the elimination of

meaningless drills, of the "asdfg" variety. In nearly all typewriting instruction books, wide use is made of drills of what may be termed the "geometric pattern" type, that have no connection whatever with *words*. They simply carry the student through various combinations without regard to what the result may be in habit formation. The *New Rational* substitutes for these negative drills material that has a vital interest and at the same time secures the necessary amount of repetition drill on letter-combination frequencies. It does it, moreover, in a unique way. The aim in all of the drills is to prepare the student for the kind of work he will eventually do. Artificial conditions have been avoided. To illustrate: eventually the typist's work consists in translating one kind of copy into another, generally translating shorthand notes into typewriting, and re-typing matter which contains alterations. The typist rarely works from copy which already has been perfected in all details, literally reproducing letter for letter and line for line what he sees. For these reasons, typewriting type is eliminated in all the practice material in the new book, and a plain, bold style of type is substituted. This throws upon the student the necessity of constant concentration on what he is doing. The problems of line adjustment, of attractive appearance, of judging the comparative space needed for translating one kind of copy into another, constantly confront him. He, therefore, develops judgment and taste, with typing skill.

## EDITORIAL COMMENT

### On Sundry Topics



Other features that we believe will appeal to teachers are the shortened exercises and lessons; the introduction of figures in the first lesson; the completion of the keyboard in four lessons; the grading of all exercises so as to take into account the increasing capacity of the student. The content of of the new book has been carefully studied to make it educational throughout.

In the matter of mechanical presentation, the new book is away ahead of anything that heretofore has been attempted. One of the most important initial features is the X-ray keyboard charts which show the position of the hands and at the same time furnish a working chart for learning the keyboard. These charts are progressive, each focusing attention on a single problem. They are employed only in the first four lessons. All writing exercises are presented in large bold type which results in comfortable and *accurate* reading with the book placed on the stand beside the typewriter.

One of the features of the book which will be appreciated is its teachability. The instructions have been made explicit, in order to give the teacher the fullest possible time for supervision and demonstration. The shorter units in the book also contribute to ease in teaching and in learning.

+ + +

### Term Paper Topics

WE submit to the readers of the *American Shorthand Teacher* this list of topics assigned the students

in the department of Economics (department of Business), Washington State College, at Pullman.

We believe teachers will be interested in answering these questions, and shall appreciate reports on their value and timeliness.

### ECONOMICS 70

Each paper should be typewritten. It should contain a bibliography, one thousand words, of the author's name, title of the article or book, name of the publisher, date of the publication, and inclusive pages. "The outcome of each paper should be a clearer understanding by the writer of just what to do and how to do it in order to improve classroom procedure along the lines of the report."

1. The requirements in shorthand and typewriting for college admission.
2. Classroom technique in conducting drills in typewriting.
3. The status of commercial teachers.
4. The technique of diagnosing typewriting difficulties and of applying the proper remedy.
5. The relation of the typewriting department to the academic department.
6. The relation of the shorthand department to the academic department.
7. Some psychological problems involved in teaching typewriting.
8. Teaching personal efficiency in the typewriting class.
9. The value and use of charts in the typewriting class.
10. Individual instruction in shorthand versus class instruction.
11. The technique of supervising study periods of shorthand students.
12. The place of shorthand in the curriculum.
13. The place of typewriting in the curriculum.
14. A comparison of the method of teaching shorthand with the method of teaching a foreign language.
15. The educational value of repetition in shorthand.
16. The technique of diagnosing shorthand difficulties and of applying the proper remedy.

(Continued on page 377)

## Southern California Commercial Teachers' Association

Holds Annual Typewriting and Shorthand Contests, Long Beach, April 14, 1923

Report by Frances Effinger-Raymond

**T**HIS meeting has many things to make it memorable. Thirty-three schools were represented, and ninety-two contestants participated in the typewriting contest. In class Two, open to any regularly enrolled student in High School, regardless of length of time or preparation, Verna Bunn, of Compton, carried off the first prize and Silver Cup, with 79 net words per minute.

In Class One, a Team Contest open to regularly enrolled students in High School who had not had typewriting before August 1, 1922, the Hollywood High School carried off a Silver Cup, with a team average of 50.

In the Shorthand Transcribing Contest (transcribing of matter dictated; accuracy and speed counted) Dorothy Lawrence, of the Los Angeles High School, won first place, with an average of 96. Eugene Middleton, of Inglewood High School, won second place with an average of 92.

This brief summary is enough in itself to justify the word "memorable." But we must add that Mr. Arthur Gould, Deputy Su-

perintendent of Schools in Los Angeles, is largely responsible for the fine spirit and remarkable results found in the schools of Southern California. He is an ardent believer in and supporter of commercial education.

Then, who should be on hand but that ingratiating and inspiring young man and world-famous typing genius—William F. Oswald. He set an example that every boy and girl tried to emulate.

Rational typists and Gregg students proved the superiority of those systems of training in the Southern California contest, even as they do in all contests. Education has developed to perfection in California, and there is no part of it that has reached a higher standard than the commercial departments of the secondary schools. Splendid teachers, beautiful schools, fine equipment and, first and always, the coöperation of the administrators and executives of the schools, who are

alive to the value of, and support, competitive and friendly inter-city school contests.



*A Glimpse of Wheeler Hall at the University of California at Berkeley, where the summer classes in Gregg Shorthand and Rational Typewriting are conducted.*

## Southern Association of Commercial Schools in First Session at Chattanooga

Report by W. D. Wigent

CAN you imagine a more fitting start for a convention of commercial teachers than to hold its first meeting at the foot of Lookout Mountain? Or can you conceive a more appropriate setting for an education militant than to breathe in the atmosphere of Signal Mountain—with the traditions of Chickamauga on one hand and Missionary Ridge on the other? Again: Could a city exemplifying a more ideal convention spirit than Chattanooga be selected, where the educational forces unite as one for the culture and the comfort of out-of-town visitors?

It was such auspicious circumstances that marked the first session of the Southern Association of Commercial Schools. With Mr. W. W. Merriman, Georgia-Alabama Business College, wielding the gavel, and Miss Alice Wylie, Memphis, as the strong "right arm," the proceedings were piloted in a masterly manner. When the time for adjournment came, it was generally conceded that it was one of the most helpful meetings ever attended. One will readily appreciate the spirit prevailing when it is known that before the final session was held, speakers were being booked for the next convention, one year hence!

Quite naturally a large place was given to the question as to what

modern business demands of the schools. Interesting presentations were made from the viewpoint of shorthand, typewriting, sales-

manship,

**Modern bookkeeping, Business and other Demands** vitalsubjects

in the mod-

ern curriculum. It was brought out that the mental attainments of the business man (every student in the ranks is a potential business executive) need to be greater than ever before. In the same proportion as his activity had been broadened through rapid transportation, tele-

graphs and telephones, so has the need for broad understanding of business principles increased. Technical education, it was pointed out, was made necessary by the steam process of transportation and production.

For instance, the electric motor created the demand for technically educated electrical engineers. In no less degree has the commercial activity of America created a demand for young men and women carefully trained in the scientific principles of business. Through the forces now utilized, the science of business is quite a different thing from any commercial principles conceived when business men of an earlier day enjoyed the distinction of being successful. The larger scope of business is demanding better-trained men—men



W. W. MERRIMAN  
President



*Members of the Southern Association of Commercial Schools at first meeting.*



who understand principles. In common with Mr. Babson, the speakers believe that only men who can comprehend the relation of production to the world's markets will meet the needs of the world. In fact, such a high degree of specialization has been

introduced into modern business that the young person starting without the right foundation is in danger of remaining an ordinary office worker. Commercial and industrial affairs are now conducted on so large a scale that the beginner must be equipped with the type of knowledge that will "carry over" into the field of business. In other words, the person who would make the best progress is one rooted and grounded

in the fundamentals of business organization and management and economics, as well as the common essentials. As the convention came into full swing, this idea gained popular support.

In the opening address President Merriman made a plea for larger vision. Right courses, he insisted, could not be established

**Standard** unless the schools, individually and collectively, cultivate a strong professional spirit. Continuing, Mr. Merriman said, "It is a self-evident fact that if we do not stand together and work to keep up our standards, we will perish separately. It is as impossible for a great business like ours to take its place in the world's affairs without organization as it is for a human being to amount to anything when his forces are scattered. I think we should en-

deavor to establish standard courses to be approved by our Association; adopt certain requirements and essentials to meet the demands made by the public in two distinct ways: First, we must consider the training necessary to enable the student to make a success of

the work he undertakes. Second, we must consider our relation to the business man who employs our product, by giving such training as will suit his particular needs."

After discussing with considerable feeling and force some of the factors which tend to depreciate commercial education, the speaker reached this climax: "If we have gained such recognition without organization, what can we

do through organization? Man's natural enemy will always overcome him if he

**Business**  
**Colleges**  
**Organizing**

undertakes to fight the battle of life alone. That is true of our own profession. United thought, united

ideas, united plans, united endeavors for one common cause—the advancement of commercial education—is certain to win and bring good returns to all!"

The convention was especially honored in the presence of J. S. Ziegler, superintendent of the Chattanooga Public Schools, J. L. Harman, president of Bowling Green Business University and vice-president of the National Association of Accredited Commercial Schools, and Dean J. M. Watters, of the Georgia School of Technology, Atlanta. Speaking on the subject,



ALICE V. WYLIE  
Secretary

**Prominent**  
**Speakers**

"Who Is The Educated Man?" Mr. Ziegler pointed out that the college-trained are not always entitled to the distinction of being educated. Reference was made to Abraham Lincoln and Andrew Jackson as two of the best educated men the country has ever produced, yet neither entered college. "The requisites for the educated man," said Mr. Ziegler, "are thorough training in the fundamentals, reading, writing, arithmetic, geography, and history. To this should be added *individual thinking*. This essential has been recognized by Harvard to such an extent that it now admits students who pass examinations showing they have been taught to think independently. The educated man must have a vocation and be able to work with his hands. He must be taught how to appreciate the higher things in life, such as music and art. No man should be said to have 'finished' his education until he has been taught loyalty to his fellowmen, to his employer, to his family, and to his country."

The profession of business was exalted by Dean Watters in a logical presentation of the facts attending the growth of the schools of commerce in colleges and universities. "I hope to see the day," Mr. Watters said, "when Wanamaker and Marshall Field will be held up before the pupils of the public schools as ideals, instead of generals and other war lords. That would not be such a great step, when you come to think of it, because our commerce has always held the first place in our hearts." When Dean Watters concluded his address there was no question as to the soundness of his philosophy.

"How to Arouse Enthusiasm in Shorthand" and "How To Build Good Will" are subjects to which

Mr. Harman addressed himself in his usual dynamic manner. Speaking on the first topic, Mr. Harman gave

much food for **Enthusiasm** thought, experiment, and **Good Will** and practice. Just as the ideal secretary must adjust herself to the requirements and interests of a business, for the time being sinking her own personality in the larger life into which she has entered, so must the ideal teacher place herself in relation to her work. Without this, enthusiasm cannot be the dominating force in the schoolroom. Mr. Harman thoroughly believes in the exercise of a "healthy, happy curiosity" with the view of converting the most commonplace principles into gems of interest and enthusiasm. In Mr. Harman's opinion growth in personality and wealth of knowledge will inevitably follow. As Sarah Bernhardt said when asked the secret of personal charm, "It is simply being interested in everybody and everything"—an excellent formula for success in the schoolroom.

The address on "Good Will" was quite as eloquent. As one of the factors contributing to this valuable, although intangible, something, "up-right advertising" was recommended. Continuing, the speaker said, "Good Will is built upon heart relations between men. It is also founded on originality. The greatest good will comes from service—taking the thing you are doing and making it to serve others." Concluding, Mr. Harman made a vigorous plea for united effort in raising the standard in private schools.

There were other talks deserving special comment, but space limitation permits only of mention. Among these were addresses by Mr. R. H. Lindsey, (*Continued on page 381*)

# Shorthand Gymnastics

By W. W. Lewis

Head of Theory Department, Gregg School, Chicago

DO NOT think of the blends *def* and *pend* as combinations, but rather as ovals. Observe that the points come in close together and that the widest place is across the center.



Observe the relative size of *you*, *this*, *different*; of, *gentlemen*.



Observe the shape of the blends in the words, *devote*, *deface*, *native*, *motive*, *certificate*; *opened*, *depend*, *cogent*, *gentle*, *contingent*.



Observe the relative length of *n, m, men; t, d, det*; also in the words, *me, many, Rome, Roman, add, added, odd, audit, dash, detach*.



The *ses* blend is a combination of the two *s* strokes. The slant and length are the only points necessary to observe. Be sure to keep the stroke short.



Practice the following words and observe that when the *ses* stroke ends a word after a circle vowel, only the last *s* is written beneath the circle: *fences, losses, masses, faces, teases*.



The *xes* stroke slants to the right, at the same slant as the *x* stroke.



Practice the following words and observe that the *xes* stroke always appears after a vowel: *mixes, fixes, foxes, taxes, relaxes, indexes*.



Since one of the greatest aids to speed building is that of rounding angles, thought and practice should be given on this particular phase of the work.

An abrupt stop is not necessary in many joinings, so that the sharp point may be eliminated and that much time may be gained. In rounding the turn, however, the strokes must not lose their original identity.

The following words will illustrate this principle: *much, manage, important, from, found, bound, benefit, public, baggage, such, teach.*



The phrases given below are, likewise, illustrations of the application of the same principle: *in which, from which, will be, will have, to have, would be, which may be, there has been, could have been, we have not been.*



## Term Paper Topics

(Continued from page 369)

17. The nature and use of supplementary material.
18. The technique of dealing with extremely poor writers of shorthand.
19. Some psychological problems involved in teaching shorthand.
20. Putting commercial arithmetic on a vocational basis.
21. The ethical value of bookkeeping.
22. The "Barton Method" of teaching shorthand versus method now in use.
23. The "Barton Method" of teaching typewriting versus method now in use.
24. Suggestions for the improvement of the marking system in typewriting.
25. Classroom technique in securing accurate responses.
26. The technique of supervising study periods of shorthand students.
27. A comparative study of the clerical occupations according to the 1910 and 1920 Census.
28. Teaching shorthand by the sentence method.
29. Classroom technique in conducting drills in shorthand.
30. The educational value of repetition in shorthand.
31. A detailed scheme of minimum and supplementary assignments in a semester's work in shorthand.
32. Suggestions on the reorganization of the Gregg Manual.
33. An explanation of the plateaus in the typewriting curve.

Note: Give specific material. Talk on the point, not all around it to fill the word quota.

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## Some Neglected Subjects in Commercial Education

By Arnon W. Welch, M. A., L. L. B.

Third Article

### COMMERCIAL LAW

**T**HE inclusion of Commercial Law under the title "Some Neglected Subjects in Commercial Education," will cause at least mild surprise on the part of the reader. For, it has been an accepted subject of commercial courses for many years. It is one of the favorites, along with bookkeeping and accounting, of those engaged in the profession of commercial teaching.

The neglect with which the writer has been impressed on this particular subject is the unduly restricted treatment of it and the limited preparation of teachers who teach it.

Before me are six of the leading texts on Commercial Law for secondary schools. All are

**Many** equally insistent that  
**Textbooks** the object of the study  
**Negative** is not to make lawyers,  
that technical distinctions should be avoided, and that the most that should be expected from a study of the subject is that the student will learn when to seek the advice of a lawyer. This negative point of view has been so emphasized that there are some teachers who seem actually afraid that their students will really know something of the law. It accounts for the fact that, in spite of the reverence and pride for the subject, many teachers will admit when one has gained the sanctum sanctorum of their confidence, that it is one of their most difficult subjects to "put across."

Listen to this from a football coach: "Now, fellows, bear in mind that in taking up the game of football it is not intended that you become coaches or athletic

**Just** directors; consequently, it  
**Suppose!** is not necessary that you get technical distinctions in the rules of this game; it isn't necessary that you know what off-side is; it is sufficient if you learn enough to know to consult your coach on such matters on the field while the ball is in play." Does that sound like real football coaching? Not much! The only trouble with it is that it's all wrong.

The fallacy lay in that old type of reasoning "because; therefore." Because it is not intended that coaches or athletic directors be made of the players, it does not follow at all that they need not know the rules of the game thoroughly. It is equally fallacious to conclude that because it is not intended to make lawyers of commercial law students they need not, therefore, know thoroughly the legal rules of the game of business. In many instances decisions must be made at the moment. There is not time to consult a lawyer. A thorough and accurate knowledge of the law of contracts, sales, and negotiable instruments is as vital to many business men as it is to lawyers.

Not only should the subjects taught be taught most thoroughly, but they should be taught in the most interest-

ing and effective way. We have too long shied at the case method. When

**Case** the case method is mentioned, educators  
**Method** immediately have grave  
**Interesting** misapprehensions; that means that one is trying

to make lawyers, the case method is too difficult, too complicated, too long. Nonsense! It is the easy, natural, effective way. It humanizes the subject.

What is perhaps the most accurate textbook on commercial law for secondary schools is composed of didactic statements of the law, illustrated by hypothetical cases two or three lines in length. To read the book is like trying to eat crackers without water. No wonder there is a lack of interest and that the subject is difficult to put across. The wonder is that any members of the class are awake at the end of the period.

Legal problems are not met in that form in business. They are disguised in a series of communica-

—**Natural** tions and acts. They arise in the ordinary course of concrete business transactions. A mere memorization of rules is worth nothing. It is the ability to recognize the legal principles involved in concrete situations that has value. In order to be able to recognize principles in concrete situations it is necessary to study concrete situations in which the principles are applicable. This means the study of cases.

Now, of course, it is not meant that the long, involved decisions of the United States Supreme Court or of any other court should be introduced *in toto*. They must be properly briefed, digested, and prepared for the student's use. There should remain a complete narrative of the facts and incidents over which the controversy arose and

the application of principles of law to that set of facts by the court.

Assuming that the teacher knows the subject, the first qualification that the writer would pre-

—**Effective** scribe for being a good commercial law teacher

is the ability to tell a good story. Cases begin with narrative. They relate human experiences, the incidents that brought the contending parties into certain legal relations. The teacher must be able to visualize these situations, and should develop such ability on the part of the students. This involves the art of story telling. The writer has yet to meet the class less than ninety per cent of whom will be interested by such presentation, because people are universally interested in human experience. On the other hand, they are bored to tears by a dry, dehumanized statement of legal principles.

With regard to the preparation of the teacher, there are some subjects outside of commercial

**Takes More** law with which he **than** should be familiar.

**Textbook** These are evidence, jury **Knowledge** and court trials. Not that these are to be

taught in a course in commercial law, but because an understanding of them is necessary in teaching the subject by the case method. Otherwise the teacher will be continually embarrassed by questions, coming from thoughtful and well-informed or semi-informed students, questions that can be answered intelligently only by an understanding of these subjects.

More of the law of evidence could profitably be taught than ever creeps into a commercial law course.

For example, what is known as the "parol evidence rule" is usually inadequately treated—if treated at all.

When one gets into court, it is not so much a question of which one has the law on his side as it is which one can prove the facts necessary to invoke the law in his favor. Of course, the problem of presenting proof is one for the lawyer. But the proof that the lawyer presents will consist of evidence that has accumulated during the series of events upon which the law suit is based. And in altogether too many cases evidence accumulates by accident and not by the intelligent conduct of the parties. From a practical point of view it is worth little to one to know legal principles and not know whether he is so conducting his negotiations that he is safeguarding his legal rights with the

evidence that would be necessary to prove those rights in case of controversy. Many a case has been lost, not because the defeated party was in fact legally wrong, but because he could not or did not submit the proof necessary to show that he was right.

There is no subject in the program of studies, except, possibly, chemistry, in which it is so true that a "little learning is a dangerous thing." What is needed is more commercial law—not less. The course should be enriched by more comprehensive treatment, vitalized and humanized by concrete situations.

**Teach  
More  
Law—Not  
Less**

*A few copies of the last two issues, containing Mr. Welch's articles on Spelling, and Business English, are still available.]*



## Southern Schools Convention

*(Continued from page 374)*

Louisville, who spoke interestingly on school publicity; Mr. C. W. Edmondson, Chattanooga, who made a very practical presentation of penmanship; Miss Alice V. Wylie, Memphis, who dealt authoritatively with the employment problem; Mr. Clarke E. Harrison, Atlanta, who gave a scholarly talk on salesmanship; W. P. Selcer, Chattanooga, who told of his experiences as an accountant; Mrs. S. T. Evatte, who gave a talk on methods of teaching typewriting; Mr. George Gaskill, of the Underwood Typewriter Company, who gave a demonstration in typewriting; and Mr. Earl Rowe, of Baltimore,

who gave many suggestions relating to the teaching of bookkeeping.

President Merriman and Miss Wylie were given a vote of confidence by

re-electing them for another year. The officers of first and second vice-president will be held

by Mr. Bowen of Atlanta and Mr. C. W. Edmondson, Chattanooga. Mrs. de Armand of Birmingham was elected to the Executive Committee. At the invitation of Mr. Willard J. Wheeler, of Birmingham, the next convention will be held in that city. It is predicted that the meeting will be one of unusual value and help to those fortunate enough to attend.

## Oregon Agricultural College, Dedicates New Commerce Building

By Frances Effinger-Raymond

THE last week in March the Oregon Agricultural College, at Corvallis, Oregon, kept open house to honor the formal opening of Commerce Hall. Through a radiant valley of greening meadows, bursting buds, and early flowers, we traveled seven hundred miles to meet a welcome at the end of the journey as perfect as the day itself. Oregon Agricultural College hospitality is famous. It was never more delightful than when the big institution celebrated the inauguration of the new Commerce Hall, latest addition to the group of campus buildings.

Dedication of the new structure was the keynote of a big luncheon in the tea room at the home economics building, over which Dr. W. J. Kerr, president of the college, presided. A series of addresses featured the dedicatory exercises.

At luncheon President Kerr extended a hearty welcome to the visitors. Replying to a remark he had heard doubting the wisdom of a commercial branch to an agricultural college, he said this was but in line with the original purposes of the institution, whose beginnings go back to the Act of Congress of 1868, establishing a land grant to institutions devoted to education.

The O. A. C. has probably the finest business school that can be found in the whole United States, declared Dean Stephen I. Miller, Jr., of the College of Business Administration of the University of Washington. He said the new Commerce Hall would foster higher ideals

and better character as well as teach better methods of business.

"Failure of integrity has been the cause of more business collapses than the failure of technique," he said. "This new institution of yours will stabilize character. Within this building you will dedicate, there will be developed technique and service, but there will be developed something finer, and that will be integrity itself."

He said business is the last of the professions to take its proper place, but due recognition has at last come to it.

J. K. Weatherford, president of the board of regents of the college gave a backward look in his presentation speech in which he bestowed the new building upon the faculty. He recalled nearly a quarter of a century as president of the regents, and a longer time he has been of their number. He said in 1885 the school had 100 students, while to-day it has 5,000, with buildings of a value of \$2,000,000.

The new Commerce Hall, he said, had been erected at a cost of \$180,000, and on behalf of the regents and the people of the state he expressed pleasure in delivering it into the hands of the faculty for the purpose for which it was built.

J. A. Bexell, dean of the School of Commerce, accepted the new building in a brief talk. He expressed sincere gratitude at the generous and constant support given the O. A. C. and its work and said he was, above all, grateful to the people of

Oregon who have sustained the objects for which the institution stands. He said the college courses combine theory and practice and seek to train both the hand and the head.

Governor Pierce said that while Oregon stands 36th among her sister states in population, and somewhat lower than that in wealth, she is first in some things, one of them being her agricultural college.

The afternoon was well broken into when the speeches ended. But there was a wealth of things to choose from for the rest of the time. A business show and inspection of the new Commerce Hall, where it is housed, were next in order, and after that there were a water carnival in the men's swimming tank, a golf tournament for visitors, at the Corvallis Country Club course, a varsity baseball game, and tours of the campus, with general open house throughout all the buildings.

At six o'clock there was a buffet luncheon at the college tea room. At this function the student orchestra again pleased the visitors, having already played at the noon gathering. There were felicitations upon the completion of the school's latest building project and also because, it was said, the college enjoys the entire confidence of Oregon and her people.

The addresses of President Weatherford of the board of regents, and the acceptance of Dean Bexell were broadcast from the radio plant of the college during the afternoon.

Four classes of students, in general, pursue the training of the Department of Commerce: (1) those desiring a thorough training as stenographers and typists; (2) those desiring to go into the field of court reporting and secretarial training; (3) those desiring to teach commercial subjects; and

(4) those commercial teachers desiring advanced training.

Gregg Shorthand and Rational Typewriting are State adopted in Oregon, and the classes at O. A. C. are conducted by the following well-known and expert teachers: Dean J. A. Bexell, Mr. H. T. Vance, Mrs. M. D. Frick, Miss Mabel Maginnis, Miss Eleanor Sweeney, Miss Altha Cooper, Miss Bertha Whillock, and Miss Lillian Burns.

Saturday, March 31, a State typewriting contest was held. The Ashland high school typing team won the big silver loving-cup offered by the O. A. C. for the State championship, with thirty-five points. The Dalles high school took second, with 9.5 points, Salem third, with 9, Roseburg fourth, with 6, and Oregon City, fifth, with 5. First prize, a gold medal, in the Senior division was won by Norville Bennett, of The Dalles. Clara Will, of Ashland, placed second, for a silver medal, and Ruth Kuhn, of Salem, third place, and a bronze medal. Similar medals were given winners in the Junior division, Lillian Reimer, Ashland; Paul Wagner, Ashland, and Doris Day, Roseburg.

Clara Will won the Underwood cup; Wilma Croner, of Oregon City, won the Remington cup; Kathryn Kirk, Oregon City, won the Royal cup; and Mary Barker, of Oregon City, and Norville Bennett won the L. C. Smith junior and senior cups.

The victorious Ashland team was made up of Clara Will, Paul Wagner, Lillian Reimer, Maxine Rose, Glenn Hill and Wayne Ramsey. The combined scores of these students totaled enough to win by a large margin about the other teams.

Miss Amy Stifle, teacher of typing in the Ashland schools, who trained the team and (Continued on page 400.)

## SCHOOL NEWS

From Far and Near



THE Clark Teachers' Agency has been successful in securing for their Los Angeles branch, in the Douglas Building, a new manager whom they cordially invite their teacher friends to meet the next time they are in the city—Dr. Henry Coe Culbertson, LL.D.

Dr. Culbertson was for eleven years president of the College of Emporia, Emporia, Kansas, and for two and a half years president of Ripon College, Ripon, Wisconsin. During the World War he was chief of the Section of Coöperating Organizations in the U. S. Food Administration, lectured throughout the country under the direction of the committee on Public Information, and also lectured in the American camps in France. Dr. Culbertson has done much platform work, speaking to nearly four hundred thousand people in all parts of the country. He is a personnel expert whose advice is appreciated by teachers and executives alike, for he has been successful in both lines.

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One of the most attractive commencement programs that has come our way is that received from Mr. T. A. Blakeslee, president of Nebraska School of Business, Lincoln, Nebraska. It makes one wish he had been present at the event itself, so artistically is it bound and printed. The exercises took place May 31 at the Social Science Auditorium of the University of Nebraska, at eight-thirty in the evening. There were

sixty-seven graduated from the stenographic course, including one student preparing especially for Civil Service and seven for secretarial work; seventeen from the one-year and four from the two-year Normal Training course; and twenty-seven from the commercial class, three of whom specialized in salesmanship and five in banking.

The class officers were Perry Andrews, president; Edward Saathoff, vice-president; F. Ethel McAfee (normal student) secretary-treasurer, and Adeline Birdsall, her assistant.

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Mr. C. E. Birch is back at his post at Lawrence, Kansas, and we hope, with him, that he will soon be completely "on the job." He has just recovered from an operation for appendicitis and a six-week siege in the hospital.

▲ ▲ ▲

New Mexico Normal University has prepared a novel prospectus of its Normal Commercial Department, which is going out to high school graduates. It is put up in the form of a brief, covered in pink bristol. The title page, and the second page, which is a quotation from David Starr Jordan, are decorated with an attractive typewritten design. The third page contains a short tabulation of the one-year course of study. The brief and the letter accompanying it are mimeographed. The brief folds in three, inclosing the





## PERSONAL NOTES

### About Our Fellow-Teachers

letter, and is sent as a private mailing card. It is a practical use of fancy typewriting that will not fail to secure the attention of every high school student who receives it. Miss Ethel L. Farrell sent us also, the artistic booklet, "In the Heart of the Historic Southwest," showing many interesting views taken by last year's summer students, which announces the University's Summer Session (June 4 to July 26).

▲ ▲ ▲

"Why not spend the summer in the mountains at Gunnison?" is the opening greeting of the summer quarter's bulletin from the Colorado State Normal School there. We did not realize that the special courses in the teaching of shorthand and typewriting had been established there so long. They have been offered each summer for the past ten years, we learn from the letter Miss Eva Carpenter sent us with the bulletin. Miss Carpenter is secretary of the Western State College of Colorado, as the Gunnison School now distinguishes itself.

▲ ▲ ▲

Southwestern University School of Secretarial Studies, Douglas Building, Los Angeles, this year will offer an intensive six weeks' course in Gregg Shorthand, Teaching Methods, and Practice Teaching, beginning July 9.

The curriculum will include Gregg Shorthand, beginning and review, Dictation Drills, Shorthand Penman-

ship, Shorthand Blackboard Drills, and Rhythmical Typewriting. In addition, a general commercial program will be available. This will include: Bookkeeping, Business Law, Business English, Business Psychology, Salesmanship, Business Mathematics, Secretarial Practice, Office Training, and Penmanship.

The Teachers' Course will be personally conducted by Miss Kitty Dixon, who for over eighteen years taught the same course in Gregg School, Chicago, preparing thousands to enter the professional commercial teaching field in the public and private business schools of the country.

▲ ▲ ▲

An interesting pamphlet announcing the fourth session of the Colorado Palmer Method Penmanship Summer School at Boulder, Colorado, has been received in our mail this month. Teachers wanting to specialize in penmanship teaching and supervision must find it a delightful place for the month's course (June 18 to July 20). The classes will be held at the State Preparatory School, giving students an opportunity (if Mr. Palmer leaves them any time after his strenuous training) to correlate with their special work in penmanship some of the features offered in the summer courses of the Preparatory School.

Palmer Method Summer Schools are also conducted at the home school in Cedar Rapids, Iowa, and at the New York City headquarters of the Palmer Company.

## Commercial Education Courses Harvard Summer School of Arts and Sciences and of Education

July 2—August 11, 1923

**P**ROFESSIONAL courses that are intended to help commercial teachers advance within their profession are now available at Harvard University both during the regular college year and in the summer session. There is at last, therefore, an opportunity to get courses in commercial education that carry undergraduate and advanced degree credit. It is no longer necessary for commercial teachers to confine their advanced study to accounting and other technical subjects.

The following brief statements concerning the offerings for the summer will be of interest to those who are planning to enroll somewhere for training for leadership in this field. Correspondence is invited. Address The Registrar, Graduate School of Education, 6 Lawrence Hall, Harvard University, Cambridge, Massachusetts.

Those who wish to combine subject matter or methods courses with one course in organization and supervision of commercial education may secure the combination they want in the joint offerings of Simmons College and Harvard University. These two institutions are so situated that one can carry subject matter or methods courses in the former and a supervision course in the latter without inconvenience.

**Education SH5\*—Principles of Commercial Education.**—For city and state directors of commercial education; heads of high-school, evening-school and continuation-school commercial departments; commercial teachers preparing

for supervisory work; normal-school and college instructors of commercial teachers; students who expect to become commercial teachers; and all others who are interested in problems of commercial-education supervision—Lectures, reading, discussions, and reports. *Five times a week, at 11 o'clock.* Associate Professor Frederick G. Nichols.

The following topics indicate the scope of this course: (1) brief consideration of the present vocational status of commercial education; (2) Federal coöperation in further development of it; (3) services that should be rendered by a state commercial education specialist; (4) place of commercial education in the city's program of public education; (5) duties of the city director of commercial education; (6) selecting teachers and assigning classes; (7) organizing a teacher conference program; (8) coöperating with vocational and educational guidance agencies within the school organization; teacher-training in service; (9) stimulating a professional attitude on the part of teachers; (10) organizing and conducting a business survey; (11) securing coöperation of business men of the community; (12) reorganization of continuation-school commercial courses; (13) reorganization of evening-school commercial courses on a more satisfactory extension training basis; (14) supervising continuation, evening, and high school commercial departments; (15) selecting appropriate equipment for commercial courses in these three types of schools.

**Education SH8\*—Senior High-School Commercial Education.**—For commercial teachers in public and private schools, city and state directors of commercial education, heads of commercial departments, principals of commercial high schools, and those who are preparing to teach commercial subjects.—Lectures, reading, discussions, and reports. *Five times a week, at 10 o'clock.* Associate Professor Frederick G. Nichols.

The scope of this subject is indicated, but not completely covered, in the following outline: (1) the public's responsibility for giving vocational commercial training; (2) objectives of high school commercial education; (3) subject

\*These courses are accepted as half-courses for graduate degrees, and also for the degree of A. A.

teaching versus training for business; (4) the part which related academic subjects play in business training; (5) recent modifications in academic requirements that simplify the problem of providing adequate business training for high-school pupils; (6) the technical and semi-technical commercial subjects; (7) basic factors that underlie curriculum-making; (8) urgent need for differentiated curriculums to meet the widely varying needs of commercial pupils; (9) the unit-year curriculum as a solution of the "short" and "long" course controversy; (10) special commercial curriculums (a) for the three-year senior high school, and (b) for the four-year high school; (11) after the curriculums have been set up, the major commercial subjects will be considered as to (a) their definition and importance, (b) the primary aims which are to be achieved through their use, (c) the content that is essential for the accomplishment of the above aims, (d) the more important instruction methods that have been found satisfactory in accom-

plishing established aims, (e) the equipment that is regarded as necessary in using the above methods, (f) the types of tests and examinations that have been found effective in measuring the extent to which aims have been achieved, (g) the supplementary books, bulletins, and articles that will be useful to teachers of these subjects.

The Harvard Summer School is a joint enterprise of the Graduate School of Education and the Faculty of Arts and Sciences. Forty-five courses are offered in Education, covering all the main subjects in that field and many special aspects. Catalogues of the Summer School may be obtained from the Secretary, 19 University Hall, Cambridge, Massachusetts.



## Business Organization in Chicago Normal Summer Session

UNDER the able direction of William Bachrach, Supervisor of Commercial Education in Chicago High Schools, a course in business organization will be offered in the summer session of the Chicago Normal College. For the information of our readers who are seeking the advantages of such instruction, we quote the following paragraph from the bulletin:

The object of this course is to give the student a fundamental knowledge of the problems of the Business Manager, so that he may direct capital, labor, and natural resources into their proper channels. It will include the study of the advantages and disadvantages of individual proprietorship, partnership, corporations, and trusts, and the problems which arise in their management. These enterprises fall into three large classes: (1) Marketing or Trading; (2) Transportation; (3) Financial enterprises. This subject is being offered in many of the high schools throughout the country to third and fourth year students. No commercial education prerequisite is necessary for taking this course.

If additional information is desired, we know Mr. Bachrach will be glad to supply it. It is predicted that the course will be one of the most popular offerings.



## Summer Normal Courses

SINCE the May issue was printed, we have learned that shorthand courses for teachers are to be conducted in the following schools in addition to those listed last month:

University of Southern California, Los Angeles  
Colorado State Normal School, Gunnison  
University of Idaho, Moscow  
Harvard University, Summer School of Arts and Sciences, and of Education, Boston  
Hill's Business College, Oklahoma City  
Northwestern Business College, Spokane

# REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

## Western New York Commercial Teachers' Association

Hutchinson-Central High School  
Buffalo, April 21, 1923

Report by Wallace W. Renshaw

THE meeting was opened with a short talk by Mr. A. M. Stitt, representing the Library Bureau, Buffalo, who demonstrated equipment designed for use in the teaching of filing. The plan calls for supplying each student with pasteboard boxes, equipped with guides for use in the different methods of filing, each student being supplied with a number of letters, very much reduced in size, to fit the files.

Mr. H. I. Good, Hutchinson-Central High School, Buffalo, gave a very illuminating and timely talk on the preparation and grading of the Regents' examinations in commercial subjects. The subject divided itself naturally into two phases: first, the preparation of the examination; second, the reviewing of the papers. Mr. Good was especially anxious to emphasize the statement that the Department tries to be fair. The questions are prepared by a committee of five commercial teachers. The examination in an individual subject is prepared by one of the members of the committee, forwarded to the others for inspection and study, and then discussed by the whole committee. Every effort is made to make it clear just what the question is intended to

bring out. The examinations, as prepared by the committee, are then forwarded to the State Department at Albany. There it is referred to the Department critics, and finally it goes to the printer.

When the examinations have been given throughout the State, they are graded by the teachers who gave the examinations, and then forwarded to the State Department for review. The reviewing board for commercial subjects is made up of commercial teachers. These teachers prepare a key to the examinations. The keys of the various members of the committee are compared and a standard arrived at. This standard is kept prominently in mind, but a reasonable answer to the question is allowed. Where a school has an excellent reputation for accurate grading, every one of the papers is not carefully scrutinized. In view of there sometimes being room for reasonable doubt as to the exact interpretation of questions, Mr. Good encourages the appealing of papers which teachers think are not properly graded.

Mr. Charles G. Reigner, of Baltimore, discussed at length secretarial training.

Mr. Seth B. Carkin, Director of Education for the City of Rochester, told us of the progress made by the committee having in charge the revision of the syllabus in commercial subjects. Mr. Carkin mentioned that there is no one subject on which the members can get complete agreement. Their findings will, therefore, represent a compromise, or rather, perhaps, a composite of their individual opin-

ions. He mentioned the difficulties facing the committee in arranging a four-year course in making proper provision for junior and senior training, and the problem of teacher training. One of the most difficult decisions to make is the years in which the several subjects should be taught. Mr. Carlin hopes that the new state syllabus will be ready in September. The tendency of the program is toward vocational objectives. The committee is striving to set up in this program of studies a course for the ninth year which will furnish the very best kind of training for those who do not go beyond that year. An endeavor is being made to formulate a solid, substantial course that will involve real work. The course will be vocational in its objective, including intelligently controlled electives.

Miss Frances Abrahamson, of the Jamestown High School, discussed The Correlation of Shorthand and Business English. Miss Abrahamson stressed the fact that a knowledge of Business English is quite essential to high-grade stenographic work. She feels that the most promising source of material for the teaching of Business English is in the students' own transcripts. Attention should be called to the good points of the letters that are dictated. Transcripts should be very carefully read for the detection of errors and to make sure that the letters make sense.

The afternoon session was opened by a demonstration by Mr. G. W. Gaskill, World's Amateur Champion Typist, brought to the convention through the courtesy of the Underwood Typewriter Company. Mr. Gaskill urged accuracy and concentration,

and demonstrated what a simple thing thirty or forty words a minute on the typewriter is when written in perfect rhythm.

Mr. L. A. Wilson, Director of Vocational Education of the State Department, Albany, spoke on Vocational Education. Mr. Wilson is heartily in sympathy with the best types of academic training, but insists on something appropriate for the 94% who do not go to college. He mentioned the prospect of the establishment in 1924 or 1925 of much higher standards for commercial teachers, these new requirements, however, not to be retroactive. Mr. Wilson is a strong advocate of the commercial teacher having *commercial experience*. He feels that the time will come when such experience will be a pre-requisite to the granting of a commercial teacher's certificate.

"Bookkeeping for Beginners" was the subject assigned Mr. J. E. Brown, of Bryant & Stratton Business College, Buffalo. Mr. Brown reviewed the several methods of approaching the subject and propounded a number of problems still to be solved by the teachers of this important subject.

An interesting talk on classroom work in commercial arithmetic was given by Mr. W. J. Beahon, of the West High School, Rochester.

The meeting was one of the largest and most successful of the sectional associations of the state, and the president, Mr. W. E. Smith, of the Dunkirk High School, was heartily congratulated on having organized such a treat for the commercial teachers of western New York.

Mr. C. E. Cook, head of the commercial department in the West High School, Rochester, was elected president for the coming year.

# DICTATION MATERIAL



to Shorthand Plates in  
*The GREGG WRITER*

## *A Migrant Melody*

By William Herschell  
In the Red Book Magazine

There came from an alley and into the street  
The haunting refrain of a melody sweet;  
A whistling street-urchin had carried it down  
From<sup>88</sup> his gallery throne to a turbulent town.

The song had a thrill in its every note;  
It sweetened the lips and it gladdened the throat;<sup>50</sup>

It danced on its way from the happy boy's heart  
To Sicily Joe of the strawberry-cart.

Joe gathered it up with a welcoming zeal<sup>76</sup>

And shared it with Tim at the taxi-cab's wheel;

Tim carried it on till he came to a stop,

Then whistled the tune for a<sup>100</sup> boulevard cop.

The boulevard cop found the turnkey alone

And sang him the melody over the phone;

The turnkey, good fellow, in whose heart yet<sup>128</sup> dwells

God's pity, soon sent it down into the cells.

The prisoners took cheer in the melody sweet

And out through the bars it went<sup>150</sup> back to the street;

The boy who had first sent the song on its way

Said: "Funny, that's twice I have heard that to-day!"

And<sup>178</sup> so, while the song again played on his lips,

He met some seafaring men bound for their ships;

He gave it to them, and they<sup>200</sup> carried it on—

Well, nobody knows just how far it has gone!

Which all goes to prove that when God would spread joy,  
He finds<sup>228</sup> he can always depend on a boy! (232)

## *The Courage of the Commonplace*

By Mary Raymond Shipman Andrews  
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[Reprinted in Gregg Shorthand by special permission of the publishers.]

The girl and her chaperon had been deposited early in the desirable second-story window in Durfee, looking down on the tree. Brant was a<sup>28</sup> senior and a "Bones" man, and so had a leading part to play in the afternoon's drama. He must get the girl and the chaperon<sup>50</sup> off his hands, and be at his business. This was "Tap Day." It is perhaps well to explain what "Tap Day" means; there are people<sup>76</sup> who have not been at Yale or had sons or sweethearts there.

In New Haven, on the last Thursday of May, toward five in the<sup>100</sup> afternoon, one becomes aware that the sea of boys which ripples always over the little city has condensed into a river flowing into the campus.<sup>128</sup> There the flood divides and re-divides; the junior class is separating and gathering from all directions into a solid mass about the nucleus of a<sup>150</sup> large, low-hanging oak tree inside the college fence in front of Durfee Hall. The three senior societies of Yale, Skull and Bones, Scroll and<sup>178</sup> Key, and Wolf's Head, choose to-day fifteen members each from the junior class, the fifteen members of the outgoing senior class making the choice. Each<sup>200</sup> senior is allotted his man of the juniors, and

must find him in the crowd at the tree and tap him on the shoulder and<sup>225</sup> give him the order to go to his room. Followed by his sponsor he obeys and what happens at the room no one but the<sup>250</sup> men of the society know. With shining face the lad comes back later and is slapped on the shoulder and told, "good work, old man,"<sup>275</sup> cordially and whole-heartedly by every friend and acquaintance—by lads who have "made" every honor possible, by lads who have "made" nothing, just as<sup>300</sup> heartily. For that is the spirit of Yale.

Only juniors room in Durfee Hall. On Tap Day an outsider is lucky who has a friend<sup>225</sup> there, for a window is a proscenium box for the play—the play which is a tragedy to all but forty-five of the three<sup>250</sup> hundred and odd juniors. The windows of every story of the gray stone facade are crowded with a deeply interested audience; grizzled heads of old<sup>275</sup> graduates mix with flowery hats of women; every one is watching every detail, every arrival. In front of the Hall is a drive, and room<sup>400</sup> for perhaps a dozen carriages next the fence—the famous fence of Yale—which rails the campus round. Just inside it, at the northeast<sup>425</sup> corner, rises the tree. People stand up in the carriages, women and men; the fence is loaded with people, often standing, too, to see that tree.<sup>450</sup>

All over the campus surges a crowd; students of the other classes, seniors who last year stood in the compact gathering at the tree and<sup>475</sup> left it sore-hearted, not having been "taken"; sophomores who will stand there next year, who already are hoping for and dreading their Tap Day;<sup>500</sup> little freshmen, each one sure that he, at least will be of the elect; and again the iron-gray heads, the interested faces of old<sup>525</sup> Yale men, and the gay spring hats like bouquets of flowers.

It is, perhaps, the most critical single day of the four years' course at<sup>550</sup> the University. It shows to the world whether or no a boy, after three years of college life, has in the eyes of the student<sup>575</sup> body "made good." It is a

crucial test, a heart-rending test for a boy of twenty years.

The girl sitting in the window of<sup>600</sup> Durfee understood thoroughly the character and the chances of the day. The seniors at the tree wear derby hats; the juniors none at all; it<sup>625</sup> is easier by this sign to distinguish the classmen, and to keep track of the tapping. The girl knew of what society was each black.<sup>650</sup>hatted man who twisted through the bareheaded throng; in that sea of tense faces she recognized many; she could find a familiar head almost anywhere<sup>675</sup> in the mass and tell as much as an outsider might what hope was hovering over it. She came of Yale people; Brant, her brother,<sup>700</sup> would graduate this year; she was staying at the house of a Yale professor; she was in the atmosphere.

There, near the edge of the<sup>725</sup> pack, was Bob Floyd, captain of the crew, a fair, square face with quiet blue eyes, whose tranquil gaze was characteristic. To-day it was not<sup>750</sup> tranquil; it flashed anxiously here and there, and the girl smiled. She knew as certainly as if the fifteen seniors had told her that Floyd<sup>775</sup> would be "tapped for Bones." The crew captain and the football captain are almost inevitably taken for Skull and Bones. Yet five years before Jack<sup>800</sup> Emmett, captain of the crew, had not been taken; only two years back Bert Connolly, captain of the football team, had not been taken. The<sup>825</sup> girl, watching the big chap's unconscious face, knew well what was in his mind. "What chance have I against all these bully fellows," he was<sup>850</sup> saying to himself in his soul, "even if I do happen to be crew captain? Connolly was a mutt—couldn't take him—but Jack Emmett<sup>875</sup>—there wasn't any reason to be seen for that. And it's just muscles I've got—I'm not clever—I don't hit it off with the<sup>900</sup> crowd—I've done nothing for Yale, but just the crew. Why the dickens should they take me?" But the girl knew.

The great height and<sup>925</sup> refined supercilious face of another boy

towered near—Lionel Arnold, a born litterateur, and an artist—he looked more confident than most. It seemed to<sup>960</sup> the girl he felt sure of being taken; sure that his name and position and, more than all, his developed, finished personality must count as<sup>978</sup> much as that. And the girl knew that in the direct, unsophisticated judgments of the judges these things did not count at all.

So she<sup>1000</sup> gunned over the swarm which gathered to the oak tree as bees to a hive, able to tell often what was to happen. Even to<sup>1025</sup> her young eyes all these anxious, upturned faces, watching silently with throbbing pulses for this first vital decision of their lives, was a stirring sight.<sup>1060</sup>

"I can't bear it for the ones who aren't taken," she cried out, and the chaperon did not smile.

"I know," she said. "Each year<sup>1075</sup> I think I'll never come again—it's too heart-rending. It means so much to them, and only forty-five can go away happy. Numbers<sup>1100</sup> are just broken-hearted. I don't like it—it's brutal."

"Yes, but it's an incentive to the under-classes—it holds them to the mark<sup>1135</sup> and gives them ambition, doesn't it?" the girl argued doubtfully.

The older woman agreed. "I suppose on the whole it's a good institution. And it's<sup>1180</sup> wonderful what wisdom the boys show. Of course, they make mistakes, but on the whole they pick the best men astonishingly. So many times they<sup>1175</sup> hit the ones who come to be distinguished."

"But so many times they don't," the girl followed her words. Her father and Brant were Bones<sup>1200</sup> men—why was the girl arguing against senior societies? "So many, Mrs. Anderson. Uncle Ted's friend, the President of Hardrington College, was in Yale in<sup>1235</sup> the '80's and made no senior society; Judge Marston of the Supreme Court dined with us the other night—he didn't make anything; Dr. Hamlin, <sup>1260</sup> who is certainly one of the great physicians of the country, wasn't

taken. I know a lot more. And look at some who've made things. Look at my cousin, Gus Vanderpool—he<sup>1275</sup> made Keys twenty years ago and has never done a thing since. And that fat Mr. Hough, who's so rich and dull—he's Bones."

"You've<sup>1300</sup> got statistics at your fingers' ends, haven't you?" said Mrs. Anderson. "Anybody might think you had a brother among the juniors whom you weren't hopeful<sup>1325</sup> about." She looked at the girl curiously. Then: "They must be about all there," she spoke, leaning out. "A full fifty feet square of dear<sup>1350</sup> frightened laddies. There's Brant, coming across the campus. He looks as if he was going to make some one president. I suppose he feels so. There's<sup>1375</sup> Johnny McLean. I hope he'll be taken—he's the nicest boy in the whole junior class—but I'm afraid. He hasn't done anything in particular."<sup>1400</sup>

With that, a thrill caught the most callous of the hundreds of spectators; a stillness fixed the shifting crowd; from the tower of Battell chapel,<sup>1425</sup> close by, the college bell clanged the stroke of five; before it stopped striking the first two juniors would be tapped. The dominating, unhurried note<sup>1450</sup> rang, echoed, and began to die away as they saw Brant's hand fall on Bob Floyd's shoulder. The crew captain whirled and leaped, unseeing, through<sup>1475</sup> the crowd. A great shout rose; all over the campus the people surged like a wind-driven wave toward the two rushing figures, and everywhere<sup>1500</sup> some one cried, "Floyd has gone Bones!" and the exciting business had begun. (1513)

(To be continued next month)

## Vocabulary Drills

### I

In the case of John Doe *versus* the United States Steel Corporation, a *verdict* was rendered for the *plaintiff*. A *parcel* containing the *manuscript* was<sup>35</sup> delivered to a member of Par-



liament. The English employer proceeded to engage an attorney to prosecute his case, but he refused to persecute the lad.<sup>50</sup> The earnest miner discovered iron ore in that region. His resignation was unavoidable and he withdrew from public life regardless of our support. Recently the<sup>75</sup> medical profession was much deceived, as illustrated in the case of a patient who cleverly used a heating apparatus with the thermometer to register an<sup>100</sup> enormous temperature. The work he was forced to do was so repugnant to him that he tendered his resignation. He was provoked at the time, at the instantaneous<sup>125</sup> rejection of his plan. Behold the result of constant application. Kindly attach the coupon to your business card and mail to the above address. The<sup>150</sup> counsel questioned the authenticity of the deponent's affidavit. I intend to study another hour if you will specify the procedure. The average individual has a<sup>175</sup> comparatively small vocabulary. Righteous service for the duration of his term of office will strengthen his political standing in this jurisdiction. We apprehend a steady<sup>200</sup> growth among the Russian socialists. The German "What o'clock is it?" is equivalent to our "What time is it?" A monosyllabic word ending in a<sup>225</sup> single consonant preceded by a single vowel doubles the consonant in taking a suffix beginning with a vowel. (243)

## II

Failure to fulfil a financial obligation is default. The attorney was unable to make an address on behalf of the administrator because of an automobile<sup>25</sup> accident. The volunteer was obedient but expressed dissatisfaction with his treatment. The secretary will count the vote. The Cabinet apprehended abundant opposition in securing approval<sup>50</sup> for another bonus bill. We are anxious to increase the amount at headquarters. The messenger was incoherent in his testimony. The dividends declared were disproportionate<sup>75</sup> to the earnings of the

concern. An assemblage of approximately eight thousand greeted the heroes after their glorious victory. The attorney presented authoritative and conclusive<sup>100</sup> evidence that her husband was now a citizen of the United States of America. The amalgamation of the Century and Cosmopolitan Companies developed an enormous<sup>125</sup> corporation. The worthy citizen did not approve of the plan presented by the architect for the new church. It will be economical to buy flour<sup>150</sup> in large quantities, instead of in bags. The defendant was acquitted because of the negligence of the plaintiff. The stenographer personally should insert all inclosures.<sup>175</sup> The juxtaposition of the buildings caused the casualty in the recent fire. He poured the crystals from the envelope into the crucible to see how<sup>200</sup> long it would take for them to evaporate. A partial list of the passengers in the disaster was sent to the Cabinet. The benevolent and<sup>225</sup> benignant old man did not appear to approve the arbitrary effort to amalgamate the two corporations. His civil but cordial air did not coincide with<sup>250</sup> his conspicuous appearance. (253)

## Business Correspondence

## FIRST COLLECTION LETTERS

Harper Motor Company,  
2001 Washington Avenue,  
Kalamazoo, Michigan.

June Account—\$45.00

Gentlemen:

Our account with you for the month of<sup>25</sup> June amounts to \$45.00. It is a little past due and it would appear that you may have overlooked the matter. A remittance<sup>50</sup> will be appreciated.

Yours very truly, (56)

Mason & Nelson Company,  
3343 West Forty-fourth Street,  
Joliet, Illinois.

Gentlemen:

Your account with us, referred to

above,<sup>35</sup> is now slightly past due. In order that we may be at all times in the very best position to serve you, we trust that<sup>60</sup> it may be possible for you to favor us with an early remittance.

Yours very truly, (66)

Harrison Brothers,  
Mayville, Ohio.

Gentlemen:

February 21 Footwear Charge \$8.39  
March 4 Footwear Charge 1.88  
May<sup>25</sup> 4 Credit Memorandum 1.24

These items are still open on your Footwear account.

As the charges matured for net payment on<sup>50</sup> May 1 they are now past due.

If the charges are not correctly rendered, will you kindly inform us, so that we may make any<sup>75</sup> adjustment that is due you? If the amount mentioned in our letter agrees with your records, kindly forward your remittance, so that your account may<sup>100</sup> be clear on our books.

Yours very truly, (108)

Mr. Horace E. Harrison,  
Grand Forks,  
North Dakota.

My dear Mr. Harrison:

I think Friday of this week is your day in town. Am I<sup>25</sup> not right? Remember to make us a call.

Your account is so nearly on a discount basis at present that we are in hopes that<sup>50</sup> beginning with your March purchases you can arrange to take advantage of discounts.

With kindest regards, we are

Yours very truly, (71)

(From *Gardner's Constructive Dictation*, Page 114, Letters 1, 2, 3, and 4.)

\* \* \*

Great men are they who see that mental force is stronger than material force—that thought rules the world (19)—*Ralph Waldo Emerson*.

### The Clearing House Idea

From the time when cash began to be superseded by checks, drafts and other paper in the transaction of business, it has been natural and<sup>85</sup> necessary that the banks of a community should match the debits and credits with one another daily and make the proper settlement.

In London, in<sup>90</sup> the 17th century, it was the custom of the banks to use "walk clerks," or "collectors," as we would call them, to go to each<sup>75</sup> of the other banks in turn and collect the actual cash to cover checks, drafts and other credits which had accumulated in the previous day's<sup>100</sup> business.

About 1670, two of these walk clerks chanced to meet in a coffee house where each had gone for a little<sup>125</sup> refreshment. It appears that messengers of those days were no more eager for work than in our own time, for it seemed a clever idea<sup>150</sup> to these youths to effect their exchange right then and there, thus eliminating the long walk and the attendant fatigue. Also permitting more time for<sup>175</sup> refreshments.

Their banks did not discover the subterfuge and so the simple method was continued. Other clerks learned of the time and labor-saving scheme<sup>200</sup> of their colleagues and before long the coffee house had become the first clearing house. Many thousands of pounds changed hands daily without authority or<sup>225</sup> sanction of the banks, who believed their clerks to be following their tedious rounds instead of disposing of the business in hand in a fraction<sup>250</sup> of the former time.

When the practice was discovered there was division of opinion among the bankers. Some ordered it stopped forthwith. Others, perceiving the<sup>275</sup> germ of merit in the idea, held out for its development. The latter prevailed, and a room was engaged for the use of the boys.<sup>300</sup> Later, a set of clearing rules was devised and a manager placed in charge of the entire activity.

From this informal beginning evolved the London<sup>325</sup> Clearing House, the largest in the world.

Time and the development of American banking brought the system to this country. New York established its Clearing<sup>350</sup> House in 1853, followed by Boston, Philadelphia, Pittsburgh, and Chicago. Now, every city of size or commercial importance has its Clearing<sup>376</sup> House. All follow the same elementary idea of convenience and economy of time and labor, though local conditions make special rules advisable.

The Chicago Clearing<sup>400</sup> House Association was organized April 6, 1865. In the minutes of a meeting held June 8, 1865,<sup>426</sup> is found the authority to "purchase an iron or tin box in which to keep securities deposited as collateral for balances." One of the first<sup>450</sup> "settlements clerks," now a vice-president of one of Chicago's oldest banking institutions, smiles in reminiscence of the average daily clearing of between two and<sup>476</sup> three million dollars, except after the first of the month when the Board of Trade's monthly settlements ran the clearings up to the stupendous figure<sup>500</sup> of between four and five millions. To-day the daily clearings range between eighty and one hundred millions. A year ago, when trade was more brisk,<sup>525</sup> the average was regularly one hundred millions or more.

As an illustration of the economic saving achieved by the Clearing House Association, it is interesting<sup>550</sup> to observe that its vast aggregate of business is accomplished by the use of only about 7% in actual money transferred, the remainder<sup>575</sup> being cancelled by opposing debits and credits.

Wherever a Clearing House Association is functioning, it will be found, as a unit, to be leading the<sup>600</sup> banking thought of the community. This is necessarily the fact, not only because the largest and most influential banks of the community are always

members<sup>625</sup> of the Association, but also because the continuous operations of the body, through its clearings and the periodical meetings of the Clearing House Committee and<sup>650</sup> the Association, place the organization in an authoritative position with regard to local conditions.

The Clearing House Association of Chicago is the medium through which<sup>675</sup> all banks of the community, large or small, can find their best expression of responsibility, first to their own public and, in the larger sense,<sup>700</sup> to the entire public of Chicago and Cook County.

The large downtown bank and the smaller though vital "neighborhood" institution come in the Association on<sup>725</sup> equal footing. What each gives to the Association in loyalty and cooperation it receives again in dividends of gratification over a responsibility accepted, as well<sup>750</sup> as the knowledge that by its membership it has given to its own customers the last safeguard available for the protection of their funds. (774)

### *The Fall of the House of Usher*

By Edgar Allan Poe

(Continued from the May issue)

I well remember that suggestions arising from this ballad led us into a<sup>3725</sup> train of thought, wherein there became manifest an opinion of Usher's which I mention not so much on account of its novelty, (for other men<sup>3750</sup> have thought thus), as on account of the pertinacity with which he maintained it. This opinion, in its general form, was that of the sentience<sup>3775</sup> of all vegetable things. But in his disordered fancy the idea had assumed a more daring character, and trespassed, under certain conditions, upon the kingdom<sup>3800</sup> of inorganization. I lack words to express the full extent, or the earnest abandon of his persuasion. The belief, however, was connected (as I have<sup>3825</sup> previously hinted) with the gray stones of the home of his forefathers. The conditions of the

sentence had been here, he imagined, fulfilled in the<sup>3860</sup> method of collocation of these stones—in the order of their arrangement, as well as in that of the many fungi which overspread them, and<sup>3875</sup> of the decayed trees which stood around—above all, in the long undisturbed endurance of this arrangement, and in its reduplication in the still waters<sup>3900</sup> of the tarn. Its evidence—the evidence of the sentence—was to be seen, he said (and I here started as he spoke), in the<sup>3925</sup> gradual yet certain condensation of an atmosphere of their own about the waters and the walls. The result was discoverable, he added, in that silent,<sup>3950</sup> yet importunate and terrible influence which for centuries had moulded the destinies of his family, and which made *him* what I now saw him—what<sup>3975</sup> he was. Such opinions need no comment, and I will make none.

Our books—the books which, for years, had formed no small portion of<sup>4000</sup> the mental existence of the invalid—were, as might be supposed, in strict keeping with this character of phantasm. His chief delight was found in<sup>4025</sup> the perusal of an exceedingly rare and curious book in quarto Gothic—the manual of a forgotten church.

I could not help thinking of the<sup>4050</sup> wild ritual of this work, and of its probable influence upon the hypochondriac, when one evening, having informed me abruptly that the lady Madeline was<sup>4075</sup> no more, he stated his intention of preserving her corpse for a fortnight, (previously to its final interment), in one of the numerous vaults within<sup>4100</sup> the main walls of the building. The worldly reason, however, assigned for this singular proceeding, was one which I did not feel at liberty to<sup>4125</sup> dispute. The brother had been led to his resolution (so he told me) by consideration of the unusual character of the malady of the deceased,<sup>4150</sup> of certain obtrusive and eager inquiries on the part of her medical men, and of the remote and

exposed situation of the burial-ground of<sup>4175</sup> the family. I will not deny that when I called to mind the sinister countenance of the person whom I met upon the staircase, on<sup>4200</sup> the day of my arrival at the house, I had no desire to oppose what I regarded as at best but a harmless, and by<sup>4225</sup> no means an unnatural precaution.

At the request of Usher, I personally aided him in the arrangements for the temporary entombment. The body having been<sup>4250</sup> encased, we two alone bore it to its rest. The vault in which we placed it (and which had been so long unopened that our<sup>4275</sup> torches, half-smothered in its oppressive atmosphere, gave us little opportunity for investigation) was small, damp, and entirely without means of admission for light; lying<sup>4300</sup> at great depth, immediately beneath that portion of the building in which was my own sleeping apartment. It had been used, apparently, in remote feudal<sup>4325</sup> times, for the worst purposes of a donjonkeep, and in later days as a place of deposit for powder, or some other highly combustible substance,<sup>4350</sup> as a portion of its floor, and the whole interior of a long archway through which we reached it, were carefully sheathed with copper. The<sup>4375</sup> door, of massive iron, had been, also, similarly protected. Its immense weight caused an unusually sharp grating sound, as it moved upon its hinges.

Having<sup>4400</sup> deposited our mournful burden upon tressels within this region of horror, we partially turned aside the yet unscrewed lid of the coffin, and looked upon<sup>4425</sup> the face of the tenant. A striking similitude between the brother and sister now first arrested my attention; and Usher, divining, perhaps, my thoughts, murmured<sup>4450</sup> out some few words from which I learned that the deceased and himself had been twins, and that sympathies of a scarcely intelligible nature had<sup>4475</sup> always existed between them. Our glances, however, rested not long upon the dead—for we could

not regard her unawed. The disease which had thus<sup>4500</sup> entombed the lady in the maturity of youth, had left, as usual in all maladies of a strictly cataleptical character, the mockery of a faint<sup>4525</sup> blush upon the bosom and the face, and that suspiciously lingering smile upon the lip which is so terrible in death. We replaced and screwed<sup>4550</sup> down the lid, and, having secured the door of iron, made our way, with toil, into the scarcely less gloomy apartments of the upper portion<sup>4575</sup> of the house.

And now, some days of bitter grief having elapsed, an observable change came over the features of the mental disorder of my<sup>4600</sup> friend. His ordinary manner had vanished. His ordinary occupations were neglected or forgotten. He roamed from chamber to chamber with hurried, unequal, and objectless step.<sup>4625</sup> The pallor of his countenance had assumed, if possible, a more ghastly hue—but the luminousness of his eye had utterly gone out.

The once<sup>4650</sup> occasional huskiness of his tone was heard no more; and a tremulous quaver, as if of extreme terror, habitually characterized his utterance. There were times,<sup>4675</sup> indeed, when I thought his unceasingly agitated mind was laboring with some oppressive secret, to divulge which he struggled for the necessary courage. At times,<sup>4700</sup> again, I was obliged to resolve all into the mere inexplicable vagaries of madness, for I beheld him gazing upon vacancy for long hours, in<sup>4725</sup> an attitude of the profoundest attention, as if listening to some imaginary sound. It was no wonder that his condition terrified—that it infected me.<sup>4750</sup> I felt creeping upon me, by slow yet certain degrees, the wild influences of his own fantastic yet impressive superstitions.

It was, especially, upon retiring<sup>4775</sup> to bed late in the night of the seventh or eighth day after the placing of the lady Madeline within the donjon, that I experienced<sup>4800</sup> the full power

of such feelings. Sleep came not near my couch, while the hours waned and waned away. I struggled to reason off the<sup>4825</sup> nervousness which had dominion over me. I endeavored to believe that much, if not all, of what I felt was due to the bewildering influence<sup>4850</sup> of the gloomy furniture of the room—of the dark and tattered draperies which, tortured into motion by the breath of a rising tempest, swayed<sup>4875</sup> fitfully to and fro upon the walls, and rustled uneasily about the decorations of the bed. But my efforts were fruitless. An irrepressible tremor gradually<sup>4900</sup> pervaded my frame; and at length there sat upon my very heart an incubus of utterly causeless alarm. Shaking this off with a gasp and<sup>4925</sup> a struggle, I uplifted myself upon the pillows, and, peering earnestly within the intense darkness of the chamber, hearkened—I know not why, except that<sup>4950</sup> an instinctive spirit prompted me—to certain low and indefinite sounds which came, through the pauses of the storm, at long intervals, I knew not<sup>4975</sup> whence. Overpowered by an intense sentiment of horror, unaccountable yet unendurable, I threw on my clothes with haste (for I felt that I should sleep<sup>5000</sup> no more during the night), and endeavored to arouse myself from the pitiable condition into which I had fallen, by pacing rapidly to and fro<sup>5025</sup> through the apartment.

I had taken but few turns in this manner, when a light step on an adjoining staircase arrested my attention. I presently<sup>5050</sup> recognized it as that of Usher. In an instant afterward he rapped with a gentle touch at my door, and entered, bearing a lamp. His<sup>5075</sup> countenance was, as usual, cadaverously wan—but, moreover, there was a species of mad hilarity in his eyes—an evidently restrained hysteria in his whole<sup>5100</sup> demeanor. His air appalled me—but anything was preferable

to the solitude which I had so long endured, and I even welcomed his presence as<sup>5125</sup> a relief.

"And you have not seen it?" he said abruptly, after having stared about him for some moments in silence—"you have not then<sup>5150</sup> seen it?—but, stay! you shall." Thus speaking, and having carefully shaded his lamp, he hurried to one of the casements, and threw it freely<sup>5175</sup> open to the storm.

The impetuous fury of the entering gust nearly lifted us from our feet. It was, indeed, a tempestuous yet sternly beautiful<sup>5200</sup> night, and one wildly singular in its terror and its beauty. A whirlwind had apparently collected its force in our vicinity; for there were frequent<sup>5225</sup> and violent alterations in the direction of the wind; and the exceeding density of the clouds (which hung so low as to press upon the<sup>5250</sup> turrets of the house) did not prevent our perceiving the life-like velocity with which they flew careering from all points against each other, without<sup>5275</sup> passing away into the distance. I say that even their exceeding density did not prevent our perceiving this; yet we had no glimpse of the<sup>5300</sup> moon or stars, nor was there any flashing forth of the lightning. But the under surfaces of the huge masses of agitated vapor, as well<sup>5325</sup> as all terrestrial objects immediately around us, were glowing in the unnatural light of a faintly luminous and distinctly visible gaseous exhalation which hung about<sup>5350</sup> and enshrouded the mansion. (5354)

(To be concluded next month)

### Church vs. the Print Studio

(Continued from the May issue)

Q<sup>2400</sup> Do you recall any time when you produced more sales than the company could take care of?

A No. We were just starting the service<sup>2425</sup> then.

Q You were employed as a sales-

man in October, 1917, by the old partnership, isn't that right?

A Yes, sir.

Q<sup>2450</sup> That is what they wanted, a salesman, wasn't it?

A Yes, sir.

Q They did not want an additional man in the production department?

A<sup>2475</sup> No, sir.

Q And they didn't want an office boy? A No, sir.

Q What they wanted was a man to go out and sell<sup>2700</sup> their service, isn't that right? A Yes, sir.

Q You knew nothing at all about the production end of the business?

A No, sir.

Q<sup>2725</sup> Never had painted a sign in your life, had you? A No, sir.

Q You testified also that you had to work nights a good<sup>2750</sup> many times while they were away in the service, is that right?

A Yes, sir.

Q That was at the end of the month when<sup>2775</sup> your service had to go out? A Yes, sir.

Q The company has done that up to the present time, hasn't it?

A They have<sup>2800</sup> not been obliged to do it up to the present time.

Q They do work now at the end of the month; they work nights<sup>2825</sup> a good many times, don't they?

A Yes. The first two weeks they lay around and don't do anything.

Q This service has to be<sup>2850</sup> mailed out at the end of the month, doesn't it? A Yes, sir.

Q You can't mail it out the first two weeks of the<sup>2875</sup> month?

A You can get it ready to mail if you have it ready on the floor.

Q Now at the time that Mr. Peterson<sup>2900</sup> went into the service there was some discussion and some hard words, isn't that right? A Yes, sir.

Q When he came back from the<sup>2925</sup> service was that all ironed out?

A No. It has never been thoroughly settled.

Q You owed Mr. Peterson some money, I believe, at the<sup>2950</sup> time he

went into the service, as evidenced by a note which has been offered in evidence here? A Yes, sir.

Q How much was<sup>2975</sup> it? A \$250.

Q Why didn't you pay him that money at the time?

A Because the agreement was made that<sup>3000</sup> I would pay it before they went away and that we would make enough in dividends the first year to pay that. (3022)

### *Short Stories in Shorthand*

#### FOND REMEMBRANCES

"Do you act toward your wife as you did before you married her?"

"Exactly. I remember just how I used to act when I first<sup>25</sup> fell in love with her. I used to lean over the fence in front of her house and gaze at her shadow on the curtain,<sup>50</sup> afraid to go in. And I act just the same way now." (62)

#### OPPORTUNITY

"Have you an opening for a bright, energetic college graduate?"

"Yes, and don't slam it on your way out." (19)

#### A REAL HELPMATE

Typist—"I'm going to get married, sir, and I'm marrying a poet."

Boss—"Dear me. Then I'm losing you?"

Typist—"Oh, no, sir, I sha'n't<sup>25</sup> leave, but I shall need more salary." (32)

#### BACK-FIRED

When the clock struck twelve the other night, father came to the head of the stairs and in a rather loud voice asked: "Young man,<sup>25</sup> is your self-starter out of order?"

"It doesn't matter," was the reply, "as long as there is a crank in the house." (48)

#### 5% LEFT

"He's so stupid he reminds me of 'Kaffie Hag.'"

"How's that?"

"95% extracted from the bean." (19)

#### WHY, CERTAINLY NOT

The Boss: "Is it true that you leave your typewriter and go when the clock strikes five, even if you are in the middle of<sup>25</sup> a word?"

The Stenographer: "Certainly not. When it gets as near five as that I never begin a word at all." (46)

#### APPROPRIATE

"Ben, I'm really surprised at you, putting out your tongue at people!"

"It was all right, Mother; it was only the doctor going past." (24)

#### ALWAYS

She—"Are late hours good for one?"

He—"No, but they're good for two." (14)



### Teachers' Certificates

THE latest list of candidates to receive the Gregg Shorthand Teacher's Certificate follows:

Bessie M. Vandemark, Trinidad, Colo.  
 Ruth Stewart Vogel, Springfield, Mass.  
 Mrs. Nancy F. Wadley, Denver, Colo.  
 L. May Ward, Haverhill, Mass.  
 Genevieve J. Wood, Springfield, Mass.  
 Elizabeth Yahl, St. Marys, Ohio  
 Olive M. Adlard, Duluth, Minn.  
 Mrs. Mabel Anderson, Colorado Springs, Colo.  
 Nadine Arnold, Parsons, Kans.  
 Florence B. Auble, Newark, N. J.  
 Ethel Barnard, Duluth, Minn.  
 Violet Dell Bennett, Goldfield, Iowa  
 Charlotte M. Buck, Lincoln, Nebr.  
 Mr. Kang Guan Chai, Bangkok, Siam  
 Hazel E. Cone, Boulder, Colo.  
 Frank L. Dyer, Boulder, Colo.  
 Beulah L. Flanagan, Boulder, Colo.  
 John S. Furniss, Lewes, Del.  
 Venus Tempe Gorden, Mountain View, Okla.  
 Mrs. Edna M. Heaps, San Francisco, Calif.  
 Alice Maye Heavisides, Fort Scott, Kans.  
 Helen Hicks, Lincoln, Nebr.  
 Sister M. Hilda, Kerrville, Texas  
 Alicia M. Horan, Duluth, Minn.  
 Mr. J. M. Sia Jam, Bangkok, Siam  
 Dorothy C. Kite, Fort Scott, Kans.  
 Minnie C. Krueger, Lincoln, Nebr.  
 Marie Kurtz, Findlay, Ohio  
 Laura Lundly, Lincoln, Nebr.  
 F. Ethel McAfee, University Place, Nebr.



Florence McDonald, Colorado Springs, Colo.  
 Mary A. McDonnell, Duluth, Minn.  
 Lena V. McGrew, Fort Scott, Kans.  
 Violet Miller, Savonberg, Kans.  
 Philomena Mora, Paris, Texas  
 Neil W. Morton, Denver, Colo.  
 H. Russell Albro, Monson, Mass.  
 Elizabeth C. Baldwin, Springfield, Mass.  
 Clair F. Bee, Waynesburg, Pa.  
 Thelma E. Bishop, Ludlow, Mass.  
 Victor Leroy Bixby, Springfield, Mass.  
 Adella Canterbury, Easthampton, Mass.  
 Martha Chilcott, Springfield, Mass.  
 Esther P. Clark, Springfield, Mass.  
 Irene R. Colburn, West Springfield, Mass.  
 Helen D. Connolly, Springfield, Mass.  
 Margaret Gertrude Connolly, Springfield, Mass.  
 Marion A. Dickey, Merrimac, Mass.  
 Ethel May Earl, Haverhill, Mass.  
 William H. Eaton, Wilbraham, Mass.  
 Lillian L. Egan, Springfield, Mass.  
 Mary E. Farmer, Tacoma, Wash.  
 Kathleen Fletcher, Stafford Spring, Conn.  
 Sybella R. Gilman, Springfield, Mass.  
 Irene V. Grady, Holyoke, Mass.  
 Margaret Griffith, Springfield, Mass.  
 Henrietta C. Hansen, Seattle, Wash.  
 Eleanor Mary Hathaway, Auburn, Maine  
 Amelia Hetzler, Springfield, Mass.  
 Alice Hosmer, Westfield, Mass.  
 Nora Jackson, Springfield, Mass.  
 Roland H. Lancaster, West Springfield, Mass.  
 Florence J. McGeown, Springfield, Mass.  
 Pearl E. Monks, Auburn, Maine  
 Gladys Moore, Long Beach, Calif.  
 Benjamin F. Nelson, Seattle, Wash.  
 Alice O'Neil, Somersville, Conn.  
 Vina Mae Peters, Springfield, Mass.  
 Emma M. Plettenberg, Springfield, Mass.  
 Abbie F. Pray, Springfield, Mass.  
 Margaret E. Ralston, Pittsfield, Mass.  
 Eleanor F. Raymond, Springfield, Mass.



### O. A. C. Building Dedicated

*(Continued from page 383)*

accompanied them to the college, attributed the success of her girls to their regular training rules, similar to those governing basketball teams.

As was to be expected from such genial, hospitable people as one is sure to find at O. A. C., the representatives of Gregg received the most courteous attention. They feel a

great pride in the superior work done in commerce by the instructors at this old and famous college.



### E. C. T. A. Convention

*(Continued from page 367)*

By these comparisons he showed that the railroads of to-day were much more efficient than formerly, but that our growth economically and industrially had gone away beyond the growth of the railroads.

He thinks that if the railroads were given a fair chance they would rise to the needs of to-day. He said they need more trackage, more rolling stock, and less laws conflicting with proper management.

Mr. J. S. Knox, on "The Tragedy of American Education," said wisely and briefly that education of to-day is characterized by too many misfits and too much waste. There is not sufficient analysis of the principles underlying the successful business or a profession. There is too much waste between what we do and what we have when done.

Mr. Miller, of Babson's Statistical Organization, said that the question to-day was management versus mismanagement. He stated that the increase in production has been about four to one, largely through better management. The manager should be held responsible for results. No one should lose sight of the fact that the individual is dependent upon the group or class. The relationship between the two must be worked out through a proper appreciation of this fact on the part of all. Capital and Labor have not a common ground and never will have.